

# WELLESLEY *Bulletin*



2000-2001 Catalog Issue

Volume 90, Number 1, September 2000



# WELLESLEY

*Bulletin*

2000-2001 Catalog Issue

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# Academic Calendar 2000-01

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## Fall Semester

### AUGUST

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New students arrive	27, Sun.
Orientation	27, Sun. through September 4, Mon.

### SEPTEMBER

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First day of classes	5, Tues.
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### OCTOBER

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Fall break (no classes)	9, Mon. through 10, Tues.
Parent and Family Weekend	27, Fri. through 29, Sun.

### NOVEMBER

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Thanksgiving recess begins (after classes)	22, Wed.
Classes resume	27, Mon.

### DECEMBER

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Last day of classes	8, Fri.
Reading period begins	9, Sat.
Examinations begin	13, Wed.
Examinations end	19, Tues.
Holiday vacation begins (after examinations)	19, Tues.

### JANUARY

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Wintersession begins	3, Wed.
Wintersession ends	26, Fri.

## Spring Semester

### JANUARY

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First day of classes	29, Mon.
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### FEBRUARY

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Presidents' Day (no classes)	19, Mon.
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### MARCH

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Spring vacation begins (after classes)	16, Fri.
Classes resume	26, Mon.

### APRIL

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Patriots' Day (no classes)	16, Mon.
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### MAY

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Classes end	9, Wed.
Reading period begins	10, Thurs.
Examinations begin	15, Tues.
Examinations end	21, Mon.

### JUNE

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Commencement	1, Fri.
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## Inquiries, Visits & Correspondence

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Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 A.M. to 4:30 P.M. The Board of Admission is open by appointment on most Saturday mornings during the academic term. With the exception of a few holidays, arrangements can usually be made to greet prospective students during Wellesley's vacation periods. Accommodations for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the Board of Admission should make an appointment at least three weeks in advance. Student guides are available to provide tours for visitors without appointments. Visitors, however, may wish to call the Board of Admission prior to coming to Wellesley to obtain information regarding scheduled tours.

To learn more about Wellesley before you arrive on campus, please visit our web site: [www.wellesley.edu/admission/](http://www.wellesley.edu/admission/).

### **President**

General interests of the College

### **Dean of the College**

Academic policies and programs

### **Dean of Students**

Student life advising, counseling, residence, MIT cross-registration, exchange programs, international students, study abroad

### **Class Deans**

Individual students

### **Dean of Continuing Education**

Davis Scholars, postbaccalaureate students

### **Dean of Admission**

Admission of students and Davis Scholars

### **Director of Student Financial Services**

Financial aid, student accounts, loan repayment, student employment, educational financing

### **Registrar**

Transcripts of records

### **Director, Center for Work and Service**

Graduate school, employment, undergraduate and alumnae career counseling, community service

### **Vice President for Finance and Administration**

Business matters

### **Vice President for Resources & Public Affairs**

Gifts and bequests, external relations

### **Executive Director, Alumnae Association**

Alumnae interests

### **Address**

Wellesley College  
106 Central Street  
Wellesley, Massachusetts 02481  
(781) 283-1000  
<http://www.wellesley.edu/>

THE COLLEGE

# The College

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The mission of Wellesley College is to provide an excellent liberal arts education for women who will make a difference in the world.

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Wellesley is a college for the student who has high personal, intellectual, and career expectations. Beyond this common ground, there is no typical Wellesley student. Since the College is a multicultural community, students come from all over the world, from different cultures and backgrounds, and they have prepared for Wellesley at hundreds of different secondary schools. Through the Davis Degree Program, women beyond the traditional college age, many with families, are part of the student body working toward a Wellesley degree. Men and women from other colleges and universities study at Wellesley through various exchange programs.

This diversity is made possible, in large part, by the College's need-blind admission policy. Students are accepted without consideration of their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services.

Henry Fowle Durant, Wellesley's founder, was an impassioned believer in educational opportunity for women. His strong philosophy carries over to the present day. Throughout its 125-year history Wellesley has been one of the country's preeminent liberal arts colleges, and a distinguished leader in the education of women.

In some respects, the liberal arts curriculum at Wellesley has changed little since the College was founded. Though the structure of distribution requirements has evolved, the requirement that each student should be acquainted with the main fields of human interest has remained a constant. The concept of the major—the opportunity for each student to establish mastery in a single area through concentrated study during her junior and senior years—has remained consistent as well. The College is committed to this framework because it emphasizes the essence of education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, the capacity to make critical judgments. These skills are essential whatever the student chooses to do with her life.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic and responsive to social change and new fields of study. The dramatic expansion of information of the last decades has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors and specially designed interdisciplinary and interdepartmental majors. Some departments also offer minors.

One of the first liberal arts colleges to establish a separate Computer Science Department and Computer Science major, Wellesley remains at the forefront of technological development.

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Students and faculty in all disciplines use the College's academic computing facilities in their courses and research. The Knapp Media and Technology Center provides state-of-the-art technology for students in courses ranging from multimedia language instruction to graphic arts.

The well-known Wellesley Centers for Women, composed of the Center for Research on Women and the Stone Center for Developmental Services and Studies, produce work of national importance about issues facing women in contemporary society.

The Wellesley-MIT cross-registration program allows students to combine the strengths of these two outstanding institutions while remaining in residence on their own campuses. Wellesley students enroll in a variety of MIT courses including architectural design, financial accounting, computer science, engineering, mathematics, and the sciences. Wellesley students construct individual majors in such subjects as urban planning, engineering, and linguistics, which draw on the resources of departments at both MIT and Wellesley.

The Twelve College Exchange Program brings men and women from member colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers exchanges with nearby Brandeis University; Spelman College, a distinguished Black liberal arts college in Atlanta, Georgia; and Mills College in Oakland, California. In addition, Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world. Financial aid for study abroad, although limited, is available through Wellesley.

The Wellesley faculty is a community of recognized scholars. They include scientists, artists, and political and economic analysts. Dedicated to teaching, they bring a vast range of academic and professional interests to the College. Many members of the faculty live on or near the campus. They are committed to all aspects of life in the Wellesley community and are available to students outside of the classroom.

There is one faculty member for every ten students. The average class size ranges from 18 to 21 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Seminars typically bring together 15 to 18 students and a professor to investigate clearly defined areas of interest. The low student-faculty ratio offers an excellent opportunity for students to undertake individual work with faculty or honors projects and research.



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Excellent academic facilities support learning at Wellesley. Students have access to virtually all the collections on campus through a computerized library system totaling over 1.3 million items. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Interlibrary loans through the Boston Library Consortium augment the College's own holdings.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second in the country (the first was at MIT). The Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories are completely equipped for a wide variety of fields. The Center also includes an observatory and an extensive complex of greenhouses.

Students in the arts find excellent facilities in the Jewett Arts Center and the Davis Museum and Cultural Center.

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live but seeks to integrate academic and extracurricular life through educational programs. Residence life is administered in several ways, ranging from dormitories staffed by professional Heads of House to student-run cooperatives.

For many students, the lessons learned competing on the athletic field, publishing the *Wellesley News*, or participating in a Wellesley-sponsored summer internship in Washington D.C. have lifelong impact. The College encourages self-expression through more than 150 established student organizations, as well as any interest that a student may choose to pursue alone or with a group of friends. Wellesley also supports those students who investigate religious issues and thought. The Office of Religious and Spiritual Life offers religious programs in many faiths, including denominational services for those who wish to participate.

As a small community, Wellesley's quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students participate in decision making in nearly every aspect of College life. They serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, as well as the Academic Council, the Board of Admission, and the Committee on Curriculum and Instruction. In academic departments, they frequently participate in the curriculum and faculty search committees. They also serve on committees that set policy for residential life and govern Schneider Center, the focus of much student activity on campus.

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Established in 1901 by student and faculty agreement, the Wellesley College Government Association is the official organization of all Wellesley students. Through Senate, its elected representative body, College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected from each residence hall and from the Davis Scholars and Wellesley off-campus students.

Each student who comes to Wellesley College joins an extended community of alumnae. Some of them have been outstanding scholars and researchers, others have been businesswomen and leaders in politics and social issues, still others have made important contributions to their communities through volunteer work. No matter how they have chosen to make their mark in the world, these women have proven that four years at Wellesley College *is* just a beginning.

# The Campus

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Located just 12 miles west of Boston, Wellesley's 500-acre campus of woodlands, hills, meadows, an arboretum, ponds, and miles of footpaths and fitness trails borders scenic Lake Waban. The 65 buildings on campus range in architectural style from Gothic to contemporary.

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## Facilities & Resources

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State-of-the-art academic facilities, ranging from creative arts media to advanced scientific research equipment support Wellesley's curriculum. These facilities are available to all students.

### Classrooms

The three primary classroom buildings on campus are Founders Hall for the humanities, Pendleton Hall for the social sciences and arts, and the Science Center.

### Science Center

The Science Center houses the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics, Physics and Psychology, as well as several interdepartmental programs. The Center includes up-to-date teaching and research laboratories, extensive computer facilities and modern classrooms. The Science Library contains more than 102,000 volumes, maintains subscriptions to more than 750 journals and periodicals, and provides access to on-line databases.

Sage Hall, the College's original science building, dates to 1927. The Science Center was added to Sage Hall in 1977 and won the Halston Parker Prize for architecture in 1987. Renovations to the Science Center were completed in 1991. The Center contains a variety of state-of-the-art instrumentation including: a confocal microscope, two NMR spectrometers, microcalorimeters, and a high-power pulsed tunable laser. For more information, visit our web site: [www.wellesley.edu/ScienceCenter/schomepage.html](http://www.wellesley.edu/ScienceCenter/schomepage.html)

### Greenhouses

The Margaret C. Ferguson Greenhouses, combined with the 22 acres of the Hunnewell Arboretum and the Alexandra Botanic Gardens, are an outstanding teaching facility and horticultural resource visited by thousands each year.

The 15 greenhouses contain more than 1,000 plants. Each house has individual temperature and humidity control, providing a wide range of climates: desert, tropical, subtropical, and temperate. Two greenhouses are reserved for horticulture classes, while two others provide modern research facilities for faculty and students. Built in 1922, the original greenhouses were renovated in the 1980s to conform to modern, energy-efficient construction.

The natural surroundings of the Arboretum and Botanic Gardens serve as an outdoor teaching laboratory for horticulture, environmental studies, and biology. For more information visit our web site: [www.wellesley.edu/FOH/fohhome.html](http://www.wellesley.edu/FOH/fohhome.html).

Observatory	<p>The Whitin Observatory contains laboratories, classrooms, a dark-room, and the Astronomy Library. Its research equipment includes 6-, 12-, and 24-inch telescopes, state-of-the-art electronics, and computers. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. Built in 1900, and enlarged in 1906 and 1966, it is considered an unusually fine facility for undergraduate training in astronomy.</p>
Computer Facilities	<p>Wellesley students have access to hundreds of computers in public clusters, classrooms, and dorm computing rooms, and to advanced computing and multimedia equipment and software in the Knapp Media and Technology Center. The Knapp Center has 53 computer lab work stations, a video production studio, two video editing rooms, and four media-equipped project rooms. Wellesley's DormNet provides support to students who use the high-speed, campus-wide network from their dorm rooms to access electronic resources both on campus and around the world. These resources include the Campus Wide Information System (CWIS)—our gateway to campus and the World Wide Web information resources—the library on-line catalog, campus and Internet E-mail, campus and Internet bulletin boards, instructional software, lecture materials, and laser printers. For more information visit our web site: <a href="http://www.wellesley.edu/infoservices.html">www.wellesley.edu/infoservices.html</a>.</p>
Knapp Media and Technology Center	<p>Added to the Clapp Library in 1997, the Knapp Media and Technology Center is a facility where faculty, staff, and students can collaborate in interactive learning and create multimedia projects. The Center contains 43 computer workstations, a video production studio, two video editing rooms, four media equipped project rooms, video digitizing capabilities, color laser printers, a color copier, a plotter, a film recorder, a slide scanner and other equipment.</p> <p>Language courses use the Center's 25 Tandberg audio tape player/recorders with 2 track capabilities and the instructor station capable of broadcasting voice and video from Laser Disc, VCR, or the Wellesley College Video Network. For more information visit our web site: <a href="http://www.wellesley.edu/Knapp/mtc.html">www.wellesley.edu/Knapp/mtc.html</a>.</p>
Jewett Arts Center and Pendleton West	<p>The Jewett Arts Center consists of the Mary Cooper Jewett art wing and the Margaret Weyerhaeuser Jewett music wing. The art wing consists of classrooms, studios, photography darkrooms, video and computer facilities, the Art Library, and a gallery for student work. The music wing holds the Music Library, listening rooms, practice studios, classrooms, and a collection of musical instruments from various periods available for students use. Music performances, theatre events, lectures, and symposia can be held in the Jewett Auditorium, a 320-seat theatre. The arts facilities of Pendleton West include studios, a sculpture foundry, a printmaking facility, the choir rehearsal room, and a concert salon.</p>

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**The Davis  
Museum and  
Cultural Center**

Opened in 1993, the critically acclaimed four-floor museum facility offers galleries for temporary and permanent exhibitions of paintings, sculpture, and works on paper from the museum's collection. It also houses a print room and study rooms. Special exhibitions and programs are presented throughout the year.

The complex includes a courtyard, a 170-seat cinema, and the Collins café. To maintain interrelationships among the arts, the Davis Museum and Cultural Center is adjacent to the Jewett Arts Center and Pendleton West. The facilities, linked by bridges, connect classrooms, studios, and libraries to the museum.

Founded in 1889 to provide high-quality objects for the study of art, the College's museum collection has grown to almost 6,000 objects spanning 3,000 years of art. For more information visit our web site: [www.wellesley.edu/davismuseum/davismenu.html](http://www.wellesley.edu/davismuseum/davismenu.html).

**Margaret Clapp  
Library**

In January 2000, Wellesley College Library received the first "Excellence in Academic Libraries" award, for which all college libraries in the nation were eligible. Component libraries—Clapp (humanities and social sciences), Art, Astronomy, Music, and Science—hold more than 1.3 million items. Resource sharing within the Boston Library Consortium augments the library's collections.

The library delivers many electronic information sources through the campus network and maintains a dynamic set of World Wide Web pages. Select "Computing/Library" from Wellesley's home page: <http://www.wellesley.edu/>.

Among Clapp Library's notable features are the College Archives, the Book Arts Lab, where typography and letterpress printing are taught, and the Special Collections, whose rare books and manuscripts support student research for many classes.

**Residence Halls**

Residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson, Cedar Lodge, Dower, French House, Homestead, Instead, and Stone-Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Cervantes, Lake, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College. For more information visit our web site: [www.wellesley.edu/FirstYear/residence.html](http://www.wellesley.edu/FirstYear/residence.html).

**Continuing  
Education  
House**

A "home on campus" for Elisabeth Kaiser Davis Scholars and Postbaccalaureate students, Continuing Education House is a place where students gather for programs, meetings, group study, or simply to share conversation over lunch or coffee. The Office of the Dean of Continuing Education, which coordinates the academic and support systems for these students, is located here. For more information visit our web site: [www.wellesley.edu/ContinuingEd](http://www.wellesley.edu/ContinuingEd).



<b>Child Study Center</b>	Both a preschool and laboratory, the Child Study Center serves the College and the neighboring community. Under the direction of the psychology department, students and faculty from any discipline can study, observe, conduct approved research, volunteer, or assistant teach in classes with children ages two to five. In addition to the observation and testing booths at the Center, there is a Developmental Laboratory at the Science Center. Research equipment is available at both locations. The Center was originally designed in 1913 as a school for young children.
<b>Nannerl Overholser Keohane Sports Center</b>	Classes for all indoor sports and dance are conducted in the Nannerl Overholser Keohane Sports Center, which includes an eight-lane competition swimming pool; badminton, squash, and racquetball courts; two free-weight rooms; exercise/dance/yoga studios; volleyball courts; and an athletic training area. The Field House has a basketball arena, a volleyball arena, two cardiovascular machine areas, indoor tennis courts, and a 200-meter track. Outdoor water sports focus around the boathouse on Lake Waban, where the canoes, sailboats, and crew shells are kept. Wellesley maintains a nine-hole golf course; 24 tennis courts; hockey, lacrosse, and soccer fields; and a swimming beach. For more information visit our web site: <a href="http://www.wellesley.edu/admission/tr7intb.html">www.wellesley.edu/admission/tr7intb.html</a> .
<b>Alumnae Hall</b>	The largest auditorium on the campus, Alumnae Hall seats more than 1,300 people and contains a large ballroom as well as the Ruth Nagel Jones Theatre. Wellesley alumnae gave this building to the College in 1923.
<b>Chapel</b>	Presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former College trustee, Houghton Memorial Chapel is a setting for lectures and community meetings as well as multi-faith religious services and concerts. Stained glass windows commemorate the founders and others and a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president.
<b>Schneider College Center</b>	Located in Billings Hall, Schneider College Center is the focal point of co-curricular activity. The center contains lounge areas, a cafeteria, a student managed pub—Molly's—and a student managed café—The Hoop. Several student organizations have their offices here, including College Government; the Schneider Programming Board; Wellesley News; Legenda; and WZLY, the College radio station. Several campus multicultural organizations have offices on the fourth floor. Other facilities and offices in Schneider include a Student Leadership Resource Center; facilities for off-campus students (lounge, mailboxes, kitchen, computer); a lounge and kosher kitchen for Hillel; the student-staffed "Info Box"; Office of Religious and Spiritual Life; the Office of Residential Life; the Office for Experiential and Leadership Programs; and the Office of Student

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Activities. For more information visit our web site: [www.wellesley.edu/DeanStudent/schneide.html](http://www.wellesley.edu/DeanStudent/schneide.html).

**Harambee House**

The cultural and social center for Wellesley students of African descent, Harambee House offers programs to the entire College community that highlight various aspects of African, African American, and African Caribbean culture. Harambee has a growing library dedicated to the history and culture of African and African American peoples and a record library of classical jazz by Black artists, which is located in the Jewett Music Library. Harambee House also houses Ethos, the organization for students of African descent, and Ethos Woman (a literary magazine), as well as meeting and function rooms. For more information, visit our website at [www.wellesley.edu/Harambee/home.html](http://www.wellesley.edu/Harambee/home.html).

**Slater International/Multicultural Center**

Headquarters for international and multicultural activities, Slater International/Multicultural Center is dedicated to encouraging greater understanding among all cultures through personal association and cooperative endeavor. The Center serves campus organizations that have an interest in international and multicultural issues and helps sponsor seminars and speakers. The International Student Advisor's office is located in the Center. The advisor counsels international students, advises international organizations, and handles immigration matters for students and faculty. The Center also coordinates a peer counseling group of international students to help newcomers adjust to the United States. Students can also use the center to study, cook, and meet informally. For more information visit our web site: [www.wellesley.edu/ISS/sic/sic.html](http://www.wellesley.edu/ISS/sic/sic.html).

**Society Houses**

Wellesley has three society houses: Shakespeare House, for students interested in Shakespearean drama; Tau Zeta Epsilon House, for students interested in art and music; and Zeta Alpha House, for students interested in literature. Each has kitchen and dining facilities, a living room, and other gathering areas. Phi Sigma is a society that promotes intelligent interest in cultural and public affairs.

**Green Hall**

The offices of the president, the board of admission, the deans, and others directly affecting the academic and business management of the College are located in Green Hall. Named for Hetty H. R. Green, the building was erected in 1931. The hall's Galen Stone Tower, a focal point of the campus, rises to 182 feet and houses the carillon which is played for major College events.

**Infirmary**

Simpson Infirmary, a licensed outpatient clinic and hospital, is an institutional member of the American College Health Association.

**President's House**

Formerly the country estate of Mr. and Mrs. Henry Fowle Durant, Wellesley's founders, the President's House is located on a hill

bordering Lake Waban just south of the main campus. It is frequently the site of alumnae and trustee gatherings, and events for graduating seniors and their parents.

Wellesley College  
Club

A center for faculty, staff, and alumnae, the Wellesley College Club's reception and dining rooms are open for lunch and dinner to members, their guests, and parents of students. Overnight accommodations are available for all members, alumnae, and parents of current and prospective students. For more information visit our web site: [www.wellesley.edu/Collegeclub](http://www.wellesley.edu/Collegeclub).

Wellesley Centers  
for Women

Established in 1995 by a vote of the Wellesley College Board of Trustees, the Wellesley Centers for Women are composed of the Center for Research on Women and the Stone Center for Developmental Services and Studies.

Established in 1974 by a grant from the Carnegie Corporation and sustained by private and government funding, the Center for Research on Women conducts policy-oriented studies focused on the education, employment, and family life of women from all walks of life. *The Women's Review of Books* is published at the Center.

The Stone Center for Developmental Services and Studies, founded in 1981 with a gift from Grace W. and Robert S. Stone, is dedicated to the prevention of psychological problems, the enhancement of psychological well-being, and the search for better understanding of human development. The Center's mission is carried out through education, research, community outreach, and counseling. Culturally diverse populations are of special interest.

Summary of Students, 1999-00

	Resident Students	Off- Campus Students	Class Totals	Totals
Candidates for the B.A. Degree				2,282
Seniors	566	28	594	
Juniors	402	4	406	
Sophomores	546	11	557	
First-Year Students	604	1	605	
Davis Scholars (CE students)	33	87	120	
High School	0	7		
International/Twelve College Exchange	11	0		
Postbaccalaureate, Special Students, and Cross-Registrants	1	33		
Total Registration October 1999				2,333
Students on Academic Leave (e.g., junior year abroad/exchange)	162			

# Geographic Distribution, 1999-00

## Students from the United States and Outlying Areas

Alabama	3	Maine	30	Pennsylvania	73
Alaska	8	Maryland	50	Puerto Rico	1
Arizona	9	Massachusetts	400	Rhode Island	11
Arkansas	14	Michigan	23	South Carolina	7
California	226	Minnesota	42	South Dakota	2
Colorado	17	Mississippi	3	Tennessee	12
Connecticut	68	Missouri	15	Texas	71
Delaware	2	Montana	0	Utah	8
District of Columbia	7	Nebraska	5	Vermont	26
Florida	54	Nevada	1	Virgin Islands	1
Georgia	28	New Hampshire	30	Virginia	38
Hawaii	13	New Jersey	118	Washington	53
Idaho	4	New Mexico	8	West Virginia	4
Illinois	45	New York	264	Wisconsin	14
Indiana	15	North Carolina	22	Wyoming	2
Iowa	10	North Dakota	2	Total	1,947
Kansas	8	Ohio	37		
Kentucky	4	Oklahoma	8		
Louisiana	10	Oregon	21		

## Students from Other Countries

	International Students	U.S. Citizens Living Abroad		International Students	U.S. Citizens Living Abroad		International Students	U.S. Citizens Living Abroad
Albania	3		Germany	5	1	Pakistan	9	1
Argentina	1		Ghana	4		Peru	1	1
Australia	4		Great Britain	8		Philippines	3	2
Austria	1		Greece		2	Poland	2	
Bangladesh	3		Guatemala	1		Portugal	1	
Belgium		1	Hong Kong	4	4	Romania	2	
Belize	1		India	18	4	Russia	4	
Bermuda	1		Indonesia	1	3	Saudi Arabia	2	1
Bhutan	1		Israel		1	Singapore	1	
Bolivia	1		Japan	8	3	Somalia	1	
Bosnia	3		Kazakstan		1	South Africa	1	
Botswana	1		Kenya	1		South Korea	9	
Brazil	2		Korea	53	6	Spain	1	
Bulgaria	3		Lebanon	1		Sri Lanka	1	
Canada	14	4	Liberia	1		Sweden	2	
China	27	3	Malaysia	3		Switzerland	1	
Colombia	4		Mauritania	1		Syria	1	
Costa Rica	1		Mexico	3	1	Taiwan, R.O.C.	12	13
Czech Republic	2		Morocco	1		Tanzania	1	
Dominican Republic	1	1	Nepal	1		Thailand	3	1
Ecuador	1		New Zealand	1		Trinidad	1	
El Salvador		1	Nicaragua	1	1	Turkmenia	1	
Ethiopia	3		Nigeria	2		Ukraine	1	
France	5	2	Norway	1	1	Vietnam	2	2
						Total	265	61

## STUDENT LIFE



# Student Life

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Educating the whole person is key to the Wellesley experience. The College offers many opportunities for a student to develop socially, culturally, personally and intellectually. Learning and living in a diverse community fosters self-confidence, communication and leadership skills, and a sense of social responsibility that extends beyond the classroom. Participation in student organizations, volunteer programs, and college governance creates solid friendships that support Wellesley students during their college years and throughout their lives.

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Wellesley sponsors over 150 student organizations that reflect many interests including ethnic, social, political, service and religious interests. More than 20 multicultural organizations include the Slater International Association; Mezcla, an association for Latina students; Ethos, an organization of Black students; the Asian Student Union, composed of Asian and Asian American students; and the Korean American Student Association. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, Al-Muslimat, and Ministry to Black Women offer many programs throughout the year. Students produce a number of publications: *Wellesley News*, the weekly student newspaper; *Ethos Woman*, a literary magazine for and about Third World women; *GenerAsians*, a magazine by and about the Asian/Asian American community; *Legenda*, the College yearbook; and *The Galenstone*. An all-student staff operates WZLY, the campus radio station.

Students are encouraged to reach beyond the Wellesley community. The Center for Work and Service Internship Office lists many opportunities for public and community service in government agencies and nonprofit organizations in the greater Boston area. In addition, the Community Service Center coordinates student groups that work with youth services, the elderly, the Easter Seal Swim Program, the Boston Food Bank, Habitat for Humanity, and Rosie's Place, a shelter for homeless women.

Athletics has become a significant part of life at Wellesley. Students are frequent trophy winners in NCAA, Division III, and other intercollegiate events in the College's 11 programs including basketball, cross-country running, fencing, field and water sports. For students interested in sports for recreation, there are opportunities in club sports such as softball, sailing, table tennis, skiing, and rugby as well as nontraditional athletics including yoga, dance and scuba diving. The Nannerl Overholser Keohane Sports Center provides state-of-the-art facilities for competition sports (see The Campus for details). Lake Waban is used for water sports and Paramecium Pond for ice skating.

Traditionally the arts are an essential part of the Wellesley experience. Students with musical interests can explore the Wellesley College Orchestra, the Prism Jazz Ensemble, Yanvalou Dance and

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Drum Ensemble, the Tupelos, the Blue Notes, the Toons, the Widows, the Ethos Choir, the Guild of Carillonners, and the MIT Orchestra. Those with theatrical interests can choose from the Wellesley College Theatre, the Experimental Theatre, and the Shakespeare Society. At the Jewett Arts Center's Student Gallery, students can exhibit their work or organize and curate shows.

An important extension of both social and academic life, technology is integral to the Wellesley experience. The entire College community exchanges ideas and information on Wellesley's electronic bulletin boards. Every student has access to the campus-wide network in her dorm room, which includes E-mail and electronic bulletin boards — as well as research opportunities on campus and via the Internet. In addition, clusters of PCs and Macintoshes are located in every residence and the Knapp Media and Technology Center in the main library. All students also have voicemail boxes from which they can receive telephone messages.

A number of traditional social events have become part of life at Wellesley: Junior Show, Parent and Family Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

There are a variety of social centers on campus. Schneider Center, the focal point of community activity, includes a coffee house and conference rooms. Slater International Center is the frequent setting for international and multicultural events and celebrations. Harambee House, the social and cultural center of Wellesley's African American community, sponsors lectures and music and dance performances. Lectures and cultural programs are also presented by many other student organizations. The Davis Museum and Cultural Center with its Collins Cinema and Café is a place to relax with friends, view domestic and international films, and listen to lectures and live performances.

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## Student Residences & Services

Wellesley's residence hall system fosters a sense of community through student self-government and program planning. The majority of Wellesley students live in one of the 21 residence halls on campus. The College provides counseling, religious, and health services to support the physical and mental well-being of both resident and off-campus students. For the health and comfort of our students, employees, and guests, smoking is not permitted in the residence halls.

### Residence Halls

Much of campus life and informal education revolves around the residence halls. Planned programs and daily interaction with students from diverse lifestyles and cultural backgrounds offer Wellesley students a rich learning environment outside

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the classroom. The residence experience usually includes lectures, group discussions, dinners with faculty members, and social events with students from other colleges.

Each residence hall has a distinctive character and structure. Thirteen of the larger halls (most housing 120–140 students) are staffed by professional Heads of House who are trained in adolescent development and women's issues. Each Head of House is a liaison to the College community, and supervises a residence staff that includes a Resident Advisor on each floor of the building and a House President. The Resident Advisors and House Presidents are trained in community programming and act as resources and referral agents for all students. In addition, the First-Year Mentor (FYM) Program is designed to establish a healthy community life for first-year students. Juniors and seniors who serve as FYMs are trained as facilitators to work with first years and help them build class community and leadership, provide an ongoing forum for intellectual discourse, and disseminate important information.

The smaller halls each house fewer than 60 upperclass students and are staffed by student Resident Advisors or Coordinators and offer more independent government.

Many opportunities exist for students to assume leadership positions. Students in the larger residence halls elect a House Council that administers the hall government. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate. These students consult with members of the residence hall on campuswide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews the rooming policy and develops ways to involve students in all areas of residential policy making. The Residential Life office staff works to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single, double, and triple rooms, and some suites. All incoming first-year students and sophomores are placed in double or triple rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each large hall has a spacious living room, smaller common rooms, and a study room. All but two of the large halls have dining facilities open on a five- or seven-day basis. All dining rooms offer vegetarian entrees; Pomeroy serves kosher/vegetarian food at all meals. There are limited kitchenette facilities in the halls for preparing snacks. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, a desk, a chair, a lamp (halogen lamps are not allowed), a bookcase, and a bureau for each resident student. Students furnish linen, blankets, quilts, and their own curtains, pictures, rugs, and posters. Each student is required

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to contribute one to two hours a week monitoring the front door of her residence hall, otherwise known as “bells.”

**Student  
Parking and  
Transportation**

Because of limited parking on campus, resident first-year students are not permitted to have cars on campus. The parking fee for sophomores, juniors, and seniors is currently \$75 per semester or \$135 per year, and for off-campus students \$60 per semester or \$100 per year.

There is hourly bus service from the campus to MIT in Cambridge (7:30 A.M. to 11:50 P.M. Monday–Friday) with subway connections to the Greater Boston area. On weekends the College provides bus service to Boston and Cambridge on an expanded schedule tailored to students’ needs.

**Services for  
Students with  
Disabilities**

Wellesley is committed to providing students with disabilities the support they need to achieve their academic potential and to participate in Wellesley’s activities.

The Director for Equal Opportunity and Affirmative Action, the Coordinator of Services for Persons with Disabilities, the Director of Programs of the Learning and Teaching Center, the Class Deans, the faculty, the Heads of House, and the Rooming Coordinator all work closely with individual students to encourage their intellectual and social development.

**Stone Center  
Counseling  
Service**

Counseling is readily available. Many students benefit from talking with a professional about personal matters affecting their daily life or their basic sense of purpose and direction.

Members of the College Counseling Service, part of the Stone Center for Developmental Services and Studies, provide short-term individual and group counseling. Preventive programs are also offered, addressing mental health and developmental issues.

Clinical staff members are trained in the disciplines of psychiatry, psychology, and social work. Long-term treatment (psychotherapy or psychopharmacology) is not provided, but students are referred to appropriate private clinical professionals and sliding-scale agencies. There is no fee for any counseling services provided to students by Stone Center staff. *Professional confidentiality is maintained at all times in accordance with the law.*

**The Ruhlman  
Conference**

Founded in 1997 as a forum for students to present their work in public, the Ruhlman Conference provides an opportunity for students, faculty, staff, friends, family, and alumnae to gather and celebrate student achievement.

Students submit presentation proposals for consideration at the end of the fall semester. Sensitive to the diversity of student interest and accomplishment, the conference allows a variety of presentation formats: talks, colloquia, panels, posters sessions, exhibitions, musical and theatrical performances, and readings of original work.

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By providing an opportunity for public presentation of what is often a private, isolated activity, the Ruhlman Conference underscores the idea that research can be part of an ongoing conversation in a community of scholars.

Held each April, the conference has been made possible by the Barbara Peterson Ruhlman Fund for Interdisciplinary Study.

## Religious and Spiritual Life

Wellesley's Office of Religious and Spiritual Life fosters a sense of community by supporting the diverse religious traditions and spiritual perspectives represented in the Wellesley community.

The Religious Life Team, which includes a Buddhist Advisor, a Hindu Advisor, a Jewish Chaplain, a Muslim Advisor, a Roman Catholic Chaplain, a Protestant Christian Chaplain, and a Unitarian Universalist Chaplain, as well as advisors and student groups for the Baha'i, Jain, Native African, Native American, Pagan, Sikh, and Zoroastrian communities are available for religious and pastoral counseling. Students, faculty, and staff are invited to take part in one or more of these faith communities, for worship, meditation, practice, and discussion on a weekly basis and educational and social activities throughout the academic year. In addition, the Dean of Religious and Spiritual Life coordinates a program that examines the role of spirituality in the educational process at Wellesley and officiates at multi-faith community worship.

Many outlets are available for students to express their spirituality. Flower Sunday, one of Wellesley's oldest surviving traditions, is a multi-faith celebration held at the beginning of each academic year. Jewish students celebrate High Holiday services and have access to a kosher kitchen in Schneider Center. The Muslim Prayer Room, located in the lower level of the Chapel, is open for students to gather for daily prayers, and students may join Al-Muslimat, an organization for Muslim women at Wellesley, which meets for weekly Qur'anic study and discussion. A Buddhist/Hindu Meditation Room is available in the lower level of the Chapel. These are just a few of the observances and facilities available to Wellesley students.

For more information about religious and spiritual life at Wellesley, visit our web site: [www.wellesley.edu/RelLife/](http://www.wellesley.edu/RelLife/).

## College Health Service

The Health Service includes both an outpatient clinic and a state-licensed hospital/infirmary that is staffed 24 hours per day by registered nurses and on-call physicians while College is in session. During clinic hours, physicians, nurse practitioners, and nurses provide primary medical and gynecological care to all students. There is a small on-site laboratory. When required, consultation with specialists is available both locally and in Boston.

Emphasis on education and preventive measures to promote healthful lifestyles is integral to the Health Service philosophy. The



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Health Service collaborates with other College services such as Counseling Service, Residence, and Physical Education.

The confidentiality of the clinician-patient relationship is carefully maintained; medical information is not shared with College authorities or parents without the student's specific consent. When there is concern about a student's safety, however, that concern takes precedence over issues of confidentiality. Information may also be disclosed to meet insurance claims or legal requirements.

There is no charge for outpatient visits to a nurse, nurse practitioner, or physician at the Health Service. There are charges for laboratory tests, some procedures, and inpatient care. A College-sponsored Student Accident and Sickness Insurance Program is available to cover these charges. Please see that section for further details.

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## Student Government

Throughout its history the College has based its student life policies upon the concepts of personal integrity, respect for individual rights, and self-government. The rules and procedures governing student life are designed to reflect these ideals and uphold the individual's right to privacy and safety. Legislation concerning all aspects of Wellesley community life is contained in the *Student Handbook*, copies of which are available to all students.

### Honor Code

Inherent in Wellesley's democratic system of government and its accompanying law is the Honor Code. As the vital foundation of government, the Honor Code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as he or she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The Honor Code covers all duly adopted rules of the College for the governance of academic work, for the use of College resources, and for the conduct of its members. Each student—degree candidate, exchange student, and postbaccalaureate student—is bound by all the rules.

Each student is expected to live up to the Honor Code, as a member of the student body of Wellesley College both on and off the campus. She should also remember that she is subject to federal, state, and local laws that are beyond the jurisdiction of Wellesley College.

The Honor Code can work only with full support of the entire College community. In addition to upholding the regulations and spirit of the Honor Code personally, both students and faculty are responsible for the success of the system. This includes guarding

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against and, if necessary, reporting any inadvertent or intentional abuses of the Honor Code by any member of the community.

**College  
Government**

Most of the legislation and regulations guiding student life are enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activity funds, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body. Violations of the Honor Code are adjudicated through the student-run Judicial System.

**Confidentiality  
of Student  
Records**

Maintenance of the confidentiality of individual student educational records has always been important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year. All correspondence relating to a student's undergraduate performance is removed from a student's file and destroyed one year after graduation. All disciplinary records are destroyed when a student graduates from the College. Disciplinary

## Directory Information

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records are never a part of a student's permanent file while she is at Wellesley.

Copies of the Privacy Act, the regulations therein, and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Registrar. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance with the Privacy Act by the College, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Policy Compliance Office, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

The Privacy Act gives Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; college E-mail address; schedule of classes; major and minor field(s); date and place of birth; dates of attendance at Wellesley College; degrees, honors, and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended. In addition, student photographs are part of a College photograph directory that resides on the Campus-Wide Information System. It is accessible only on campus.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must inform the Registrar, Green Hall, in writing each year by July 15 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community.

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## The Center for Work and Service

The Center for Work and Service offers comprehensive career preparation and resources for students and alumnae. A wide range of information and services to help students explore the world of work, participate in community service, and prepare for their futures is available. Students and alumnae at all stages of career exploration are counseled by a staff of experienced professionals.

Students can explore various professions, educational options, and community service opportunities using the resources of the Center for Work and Service. Among our offerings are: career counseling; graduate advising; on-line job, internship, and community service databases; internship stipends; an interactive web site; on-line directories and research resources; panel presentations; workshops; and personality and interest inventories.

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The Center connects alumnae with current students through: on-campus presentations; the Shadow Program, which matches students with alumnae at their workplaces; and the Alumnae Advisory Network, a list of over 20,000 Wellesley graduates who have volunteered to serve as contacts for career exploration.

In recent years, the Center for Work and Service has undertaken programs that have aligned the Center more closely with the educational core of the College. Faculty and Center staff collaborate to help integrate the student's overall career decision-making process and to amplify the connection between her academic experience and life outside of the classroom.

After graduation, the Center remains a resource for alumnae by offering job listings, counseling, regional career programs, alumnae career web pages, use of the Center for Work and Service library, and a reference file service.

### **Career Counseling**

During the academic year, career counseling appointments and drop-in hours are readily available to students. Workshops on self-assessment, resume and job search letter writing, interviewing, the job search process, and applying to graduate or professional school are offered. Students may also take a personality or interest inventory. Counselors conduct mock interviews to help students practice their interviewing skills.

### **Recruiting/Job Search**

Over 150 companies participate in the Center's on-campus recruiting program, while over 70 additional companies request student resumes and schedule interviews throughout the spring. Informational meetings, coaching, and support are also part of the recruiting process. Information on MIT's recruiting program, which is open to Wellesley seniors, is available at the Center as well. Current job listings for Wellesley students and alumnae are available on JOBTRAK at [www.jobtrak.com](http://www.jobtrak.com).

### **Scholarships, Fellowships, and Graduate Schools**

The Center for Work and Service provides information on graduate and professional school programs and required examinations, advice on the application process, and information on financial aid. Prelaw and prehealth advising is available.

The selection process for many undergraduate and graduate fellowships is administered by the Center.

### **Internships, and Summer Stipends**

Wellesley College supports numerous student internships, awarding stipends based on competitive selection and internships for credit, normally in combination with independent study level courses. Many stipends, although not all, are awarded for summer internship programs. Faculty and administrative Directors of Internships and Service Learning oversee the College's internship program; the generosity of Wellesley alumnae, parents, friends, and grantors has made the internship stipends possible.

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Information about international, national, regional, and local internships for the school year, the summer, or Wintersession is available through the Center for Work and Service. Internships targeted for Wellesley students are listed on an extensive job listing database on the Internet and can be accessed by students at any time.

Students interested in applying for internship funding may apply through the Center for one of many stipends. These awards provide financial support to Wellesley students who work at unpaid internship or volunteer positions with not-for-profit, public service, or for-profit organizations. Stipends are available for internships based in the U.S. and abroad.

**Community  
Service**

The Center sponsors numerous community service projects both on and off campus, not-for-profit networking fairs, and an on-line database of volunteer opportunities for individuals and groups. First-Years are oriented to the Community Service program during Orientation. Each year, Community Service Interns are chosen from the student body to develop new community service projects and promote service on campus.

**CWS Library**

An extensive collection of books, magazines, and journals to assist students with career exploration, graduate school choices, and the job search is available in the CWS library. The library also contains listings of alumnae contacts; extensive listings of scholarships, fellowships, and grants; a videotape collection of alumnae career panels; information on work and study abroad; and PinPoint, a computerized career guidance system.

**References**

All students are encouraged to build a reference file. Letters of reference will be forwarded to schools and employers for a nominal fee. The Center furnishes standard recommendation forms acceptable to graduate schools and employers.





## ADMISSION

# Admission

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The Board of Admission admits students who will benefit from the education Wellesley offers and who will be able to meet the graduation requirements. Consideration is given to creativity, high motivation, and strong academic potential.

Each application is evaluated on its own merits, without regard to race, religion, color, creed, national origin, or sexual orientation. Wellesley College encourages qualified applicants from a wide variety of cultural, economic, and ethnic backgrounds to join its diverse multicultural student population.

The Board of Admission includes faculty, administration, and students. In selecting candidates for admission, the Board considers several factors: high school records; rank in class; standardized test scores; letters of recommendation from teachers, guidance counselors, or principals; the student's own statements about herself and her activities; and interview reports when available from the staff or alumnae. The Board values evidence of unusual talent and involvement in all areas of academic and social concern. The admission decision is never based on a single factor. Each part of the application contributes to a well-rounded appraisal of a student's strengths and helps determine whether Wellesley would be the right place for her to continue her education.

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## Criteria for Admission

### General Requirements for First-Year Student Applicants

Wellesley College does not require a fixed plan of secondary school course preparation. Entering students normally have completed four years of college preparatory studies in secondary school that includes training in clear and coherent writing and in interpreting literature; history; training in the principles of mathematics (typically four years); competence in at least one foreign language, ancient or modern (usually four years of study); and experience in at least two laboratory sciences.

Students planning to concentrate in mathematics, premedical studies, or natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek.

There are often exceptions to the above, and the Board will consider an applicant whose educational background varies from this description. Wellesley's applicant pool has been consistently strong. As a result, not all applicants who are qualified are admitted. For more details about the admission process, visit our web site: [www.wellesley.edu/admission/](http://www.wellesley.edu/admission/).

### The Application

Application forms may be obtained from the Board of Admission. The Board also accepts applications from a variety of sources, including the Common Application, College Link, Apply!, etc. Links to these sources, as well as Wellesley's application, may be

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found on our web site. A nonrefundable \$50 fee must accompany the formal application. If the fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Dean of Admission with the application.

### The Interview

While Wellesley does not require a personal interview for the first-year application, applicants are strongly recommended to arrange one. An interview is required of transfer applicants, Accelerating Candidates and Davis Scholars (see related sections). If a candidate cannot come to the College, she should write to the Board of Admission or use the form provided in the application supplement to request the name of an alumna interviewer in her area. A high school junior may arrange for an informal conversation with an alumna or member of the Board.

### Campus Visit

Students who are seriously considering Wellesley will have a better understanding of student life here if they can arrange to spend a day on campus. Candidates are welcome to attend classes, have meals in the residence halls, and talk informally with Wellesley students. Prospective students who plan to visit are urged to notify the Board of Admission at least three weeks in advance so that tours, interviews, meals, and class attendance can be arranged.

### Standard Tests

The College Board Scholastic Assessment Tests (SAT I: Reasoning Test and three SAT II: Subject Tests) or the ACT Assessment is required of all applicants. One SAT II must be the SAT II: Writing Test; the other two may be in subjects of the student's choice.

The applicant may obtain the registration form at school. Each applicant is responsible for arranging to take the tests and having the test results sent to Wellesley College. The College Board and ACT send the publications and the registration forms for the tests to all American secondary schools and many centers abroad.

Students should register six weeks before the College Board test dates. Limited walk-in registration may be available at some centers. For the ACT, students should register four to six weeks prior to the test date. No walk-in registration is available.

Either the SAT I or three SAT IIs may be taken on any of the following dates, but it is not possible to take both the SAT I and the SAT IIs on the same day, so students must register for two different test dates. The latest test date from which scores can be used for September 2001 admission is January 27, 2001.

The College Board Code Number for Wellesley College is 3957.

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Dates of College Board Tests	October 14, 2000	March 31, 2001
	November 4, 2000	May 5, 2001
	December 2, 2000	June 2, 2001
	January 27, 2001	

The ACT Assessment test may be taken on any of the following dates. The latest test date from which scores can be used for September 2001 admission is December.

The ACT code number for Wellesley College is 1926.

ACT Assessment Test Dates	October 28, 2000	April 7, 2001
	December 9, 2000	June 9, 2001
	February 10, 2001	

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## Admission Plans

**Regular Decision** Candidates applying under the Regular Decision plan must file an application by January 15 of the year for which they are applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take SATs or the ACT any time through January of the senior year. Results of tests taken after January arrive too late for consideration.

**Early Decision** Students with strong high school records who have selected Wellesley as their first-choice college by the fall of senior year should consider the Early Decision plan. Candidates may initiate applications at other colleges, but they agree to make only one Early Decision application. Once admitted under Early Decision, all other applications must be withdrawn.

Applications must be submitted by November 1 and indicate that they are intended for the Early Decision plan. Although College Board tests taken through the November 4, 2000 test date or ACT tests taken through the October test date may be used, it is preferred that students complete the tests by the end of junior year. Decisions on admission and financial aid will be mailed no later than mid-December.

**Early Evaluation** Candidates whose credentials are complete by January 1, and *who request it*, will receive an Early Evaluation of their chances for admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

**Accelerating Candidates** Candidates who have demonstrated academic strength and personal/social maturity may apply to enter college after completing their junior year of high school. These candidates are considered with other applicants in the Regular Decision plan, but are requested to identify themselves as Accelerating Candidates in their

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## Deferred Entrance

correspondence with the Board of Admission. An interview is required, preferably at the College. Accelerating candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the same procedures as the Regular Decision plan.

Some students who apply successfully to Wellesley may then desire to defer their entrance to the first-year class for one year. If so, they should accept the offer of admission by May 1, and submit their deposit. At that point, the request for deferral should be made to the Dean of Admission *in writing*. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to international students.

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## International & Transfer Students

Through the years Wellesley has attracted a large international student population. The resulting cosmopolitan atmosphere has benefited the entire campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them achieve specific goals. For international and transfer students there are some additional and different application procedures and deadlines.

## International Students

All international students from overseas secondary schools or universities outside of the United States apply for admission through the International Student Board of Admission and complete the Form for Applicants Currently Studying Abroad. This includes U.S. citizens who have been educated in a school system abroad.

Admission is considered for September entrance only. The application and all required credentials must be received by January 15 in the year which the student plans to enter. The application form should be returned with a nonrefundable \$50 registration fee drawn on a U.S. bank, or a fee waiver request from the secondary school.

Financial aid is available for only a limited number of international citizens. Therefore, admission is highly competitive for students who apply for financial assistance. Wellesley's established policy is to accept only those international students for whom we can provide the necessary financial support.

The College Board or the ACT entrance examinations are required of all international students in addition to their own national examinations. The TOEFL (Test of English as a Foreign Language) or the English Language Proficiency Test is strongly recommended for all students for whom English is not their first language and who have been studying in English for less than five

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years. The TOEFL is not required if English is the candidate's first language. The official ACT or the official SAT I: Reasoning Test and SAT II: Subject Tests score reports must be forwarded directly to Wellesley College by the College Board, using Wellesley's Code Number 3957 on the College Board registration form. If the ACT or the SAT I and SAT IIs are not administered in an applicant's country, they may take only the TOEFL.

Interested students are encouraged to initiate the application process one full year in advance of the planned entrance date. To obtain the International Students information brochure and the application form, please write to the Board of Admission or complete the on-line form: [www.wellesley.edu/admission/contactus.html](http://www.wellesley.edu/admission/contactus.html). Inquiries should include the student's country of citizenship, present school, academic level, and the year of planned college entrance. Our fax number is (781) 283-3678.

**International  
Students  
Applying from  
U.S. High  
Schools**

Citizens of other countries who are currently in secondary school in the United States before entering college apply through the regular admission program. International citizens applying through the regular admission program who also wish to apply for the limited financial aid funds are eligible to apply only under the Regular Decision plan (January 15 deadline).

**Admission of  
Transfer Students**

Wellesley College accepts transfer students from accredited four- and two-year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. The Scholastic Aptitude Test or the SAT I: Reasoning Test and an interview are required of transfer applicants. Students wishing to transfer into Wellesley should apply by February 10 for entrance in the fall semester, and by November 15 for the spring semester. Applications may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The application forms should be returned with a nonrefundable \$50 registration fee or a fee waiver request authorized by a financial aid officer or college dean.

The College will accept for transfer credit only those courses that are comparable to ones offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed outside of the United States will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit. To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College, so ordinarily only incoming sophomores and juniors are eligible to apply. A Wellesley unit is equivalent to four semester hours. Some transfer students may need to carry more than the usual four



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courses per semester in order to complete their degree requirements within four years. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution, quantitative reasoning and writing requirements, which must be fulfilled for graduation (see *The Curriculum*). Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT.

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## Continuing Education

Wellesley College offers two programs for students beyond traditional college age. They are the Elisabeth Kaiser Davis Degree Program and the Postbaccalaureate Study Program. The Davis Degree Program is designed for women who seek the Bachelor of Arts degree. The Postbaccalaureate Study Program is available for men and women who already have a bachelor's degree and seek nondegree course work. Students enroll in the same courses as the traditional-age undergraduates and may enroll on a part-time or full-time basis.

### Elisabeth Kaiser Davis Degree Program

Candidates for the Davis Degree Program are women, usually over the age of 24, whose education has been interrupted for at least two years or whose life experience makes enrollment through the Davis Degree Program the logical avenue of admission. At least 16 of the 32 units required for the B.A. degree must be completed at Wellesley. These students, known as Davis Scholars, must meet all the degree requirements of the College. There is no time limitation for degree completion, and students may take just one or two courses a term or a full course load. The flexibility of the Davis Degree Program allows a woman to combine school with work and family responsibilities. A small number of Davis Scholars live on campus and carry a full academic course load. Some live in small dormitories especially reserved for Davis Scholars, while others room in larger dormitories integrated with students of traditional college age.

The College will accept courses for transfer credit only if they are comparable to ones offered in the liberal arts curriculum at Wellesley, and a grade of C or better was earned. Course work presented for transfer credit must be accompanied by an official transcript from an accredited college, descriptions of courses at the time they were taken, and the degree requirements of the institution. All information should be sent with the application for admission. For more information about the program, please visit our website at [www.wellesley.edu/Admission/admission/davis.html](http://www.wellesley.edu/Admission/admission/davis.html).

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## Postbaccalaureate Study Program

Candidates for the Postbaccalaureate Study Program are men and women who already have a bachelor's degree and wish to do further undergraduate work for a specific purpose. Students take courses to prepare for graduate school, enrich their personal lives, or make a career change. The Premedical Study program is a popular choice. A degree is not offered. For more information on the program, please contact the Board of Admission or complete the online form at: [www.wellesley.edu/admission/contactus.html](http://www.wellesley.edu/admission/contactus.html).

## Admission

Application forms for the Elisabeth Kaiser Davis Degree Program and Postbaccalaureate Study Program may be obtained from the Board of Admission. Official transcripts, an essay, and letters of recommendation must be submitted before a candidate is considered. A personal interview is also required. The Board of Admission looks for evidence such as work, volunteer experience, and especially recent course work, that demonstrates a candidate's intellectual ability and initiative.

Applications should be submitted as early as possible, and must be accompanied by a nonrefundable \$50 application fee. Applications for the Elisabeth Kaiser Davis Degree Program are considered once a year for fall semester entrance only. The application deadline is February 15 for admission in the fall of 2001. The deadline for international applicants is January 15. The application deadlines for postbaccalaureate applicants are November 15 for spring semester admission and March 1 for fall semester admission.

For more information about any of the programs described in this section, you are welcome to view or download our brochures at [www.wellesley.edu/admission/](http://www.wellesley.edu/admission/).

## COSTS AND FINANCIAL AID

# Costs

Wellesley offers a variety of payment plans and financing options to assist all students and their families in meeting the costs of a Wellesley education. In addition, through financial aid, the College is able to offer its education to all students regardless of their financial circumstances (see the Financial Aid section for more information). Families may review the most current fee, payment, and financing information at our web site: [www.wellesley.edu/Bursar](http://www.wellesley.edu/Bursar).

## Fees & Expenses

At Wellesley the Comprehensive Fee represents approximately half of the educational cost to the College for each student. The rest is provided from gifts and income earned on endowment.

The Comprehensive Fee for 2000–01 resident students is \$31,654. There is an additional fee of \$730 for students who purchase Student Accident and Sickness Insurance. The breakdown is as follows:

	Resident Students	Off-Campus Students
Tuition	\$23,718	\$23,718
Room & Board	7,480	N/A
Student activity fee	156	156
Facilities fee	300	300
Comprehensive Fee	\$31,654	\$24,174
Student Accident and Sickness Insurance	730	730

All resident students must have a meal plan. Students who live in cooperative housing and choose a Co-op Meal Plan pay the College a \$590 kitchen usage fee instead of board.

Student Activity Fee	The student activity fee is administered by the student College Government. It provides resources from which student organizations can plan and implement extracurricular activities.
Facilities Fee	The facilities fee is a usage charge for the computer facilities and the Nannerl Overholser Keohane Sports Center.
Student Accident and Sickness Insurance Program	Information about the Wellesley College Health Service and the Student Accident and Sickness Insurance Program is sent during the summer. All students enrolled in courses at Wellesley College (including Davis Scholars and exchange students) may see a physician, nurse practitioner, or nurse at the Health Service without charge. However, charges <i>are</i> incurred for certain procedures, treatments, and laboratory tests. The Student Accident and Sickness Insurance Program covers most of these charges and all inpatient

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charges in the College Infirmary. The Insurance Program also covers medical care received away from Wellesley, to the extent described in the Insurance Brochure. Insurance coverage is in effect from August 23 to August 22; see brochure for specific details. All eligible students are enrolled and charged for insurance during the summer (in December for students on leave during the fall). The Office of Student Financial Services (formerly the Financial Aid Office and Bursar's Office) will cancel the insurance and charge only if (1) a student becomes ineligible or (2) Student Financial Services receives a signed waiver card certifying the student's coverage under an equivalent policy by August 15 for the following year (or January 15 for spring). An optional Enhanced Supplemental Benefit Program is also available. Students are required by Massachusetts law to enroll in the College Student Accident and Sickness Insurance Plan unless they have equivalent coverage. Because many private insurers and HMOs have strict and/or restrictive guidelines regarding coverage, all students are encouraged to enroll in the College Insurance Plan. Financial responsibility for all medical expenses rests with the student and her family.

Wellesley College does *not* assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs. The College carries an NCAA policy to provide limited supplemental coverage for students injured while participating in intercollegiate athletics under the auspices of the Department of Physical Education, Recreation and Athletics.

#### Special Fees and Expenses

These include, but are not limited to, the following: certain special course fees, e.g., the cost of instrumental and vocal lessons (see "Private Instruction" under Department of Music); the cost of materials for some art courses.

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for resident sophomores, juniors, and seniors is currently \$75 per semester or \$135 per year; and for off-campus students \$60 per semester or \$100 per year.

All fees, with the exception of tuition, room, and board, are subject to change without notice.

#### Personal Expenses

In addition to the fees above, a student should expect to spend approximately \$2,000 for books, supplies, and personal expenses. Some students spend more and a few spend less.

#### General Deposit

The General Deposit of \$300, paid by each entering student, will be credited to the student's account.

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**Refund Policy**

Refunds will be made for withdrawal or leave of absence prior to the ninth week of the semester. The Comprehensive Fee will be prorated on a calendar week basis. No refunds will be made for withdrawal or leave of absence after the eighth week; however, a student who withdraws during her first semester at Wellesley may receive a refund through the tenth week. The date of withdrawal shall be the date on which the student notifies her Class Dean of withdrawal in writing, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans will be refunded to the grantor or lender.

**Continuing  
Education Fees  
and Refunds**

Tuition for an off-campus Davis Scholar or postbaccalaureate student is \$2,965 per semester course. For half unit courses, the charge will be \$1,483. Students taking four or more courses a semester pay \$11,859 per semester. Students will also be charged prorated activities and facilities fees.

An off-campus Davis Scholar or postbaccalaureate student who withdraws from a course will receive a prorated refund on a calendar week basis until the eighth week of classes. The schedule in the Refund Policy above applies to Continuing Education students as well, with the exception of informing the Dean of Continuing Education instead of the Class Dean of the withdrawal date.

Other fees and refunds for resident Davis Scholars are identical to the fees and refunds for other students. All students in the Davis Degree or Postbaccalaureate Study programs are also responsible for paying the General Deposit and Student Insurance Charge.

**High School  
Student Fees  
and Refunds**

High school students taking courses at Wellesley pay \$2,965 per semester course; for refunds, charges are prorated on a calendar week basis until the eighth week. High school students also pay the General Deposit, but are not eligible for Student Insurance.



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## Payment Plans

All fees must be paid in accordance with one of these approved payment plans before the student may register or receive credit for courses or obtain grade transcripts. All financial obligations to the College must be met before a diploma may be awarded. Fees for late payment and interest may be charged on delinquent accounts.

It is the student's responsibility to ensure that loans, grants, and other payments are sent to the College by the plan due dates.

### Semester Payment Plan

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is paid to the College by August 1 for the fall semester and by January 1 for the spring semester. This plan is generally used by families who are paying college expenses from savings or who have access to loans at favorable terms.

### Monthly Payment Plan

Wellesley College works with an outside firm to provide a monthly payment plan. This allows families to spread payments over the course of 10 or 12 months. For more information, contact the Office of Student Financial Services.

### Prepaid Tuition Stabilization Plan (PTSP)

This program provides a written contract guaranteeing that the cost of tuition will remain the same for each of four consecutive years at Wellesley College, provided the student pays by June 30 an amount equal to four times the first year's tuition cost. Provisions are made for leaves of absence (up to two semesters), refunds, and withdrawals. This program only stabilizes the cost of tuition at Wellesley College; all other charges such as room and board will be billed at the rate for the applicable year, as will tuition for any exchange program or other college at which the student enrolls.

### Payment for Students Receiving Financial Aid, Scholarships or Loans

Grants and loans are generally applied equally against charges for each semester. The remaining balance must be paid in accordance with one of the approved plans. A student on financial aid who has difficulty meeting the payment schedule or whose loans or grants will not arrive by the third week of classes should consult the Office of Student Financial Services.

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## Financing Options

To finance the Wellesley Payment Plans, several options are available whether or not a student has been awarded financial aid, other scholarships, or loans. Detailed information can be obtained from the Office of Student Financial Services.

### Federal Parent Loan for Undergraduate Students (PLUS)

Under this federally guaranteed loan program, parents may borrow the cost of education, less financial aid and other education grants or loans, from participating banks and other lenders. The applicant and student must be permanent U.S. residents or citizens.

Monthly repayment begins immediately after the loan is received; however, repayment of the loan principal and, under certain conditions, interest, may be deferred while the borrower is a full-time student or experiencing economic hardship.

### MEFA

This joint loan program of the Massachusetts Educational Financing Authority and Wellesley College provides fixed or variable low interest rate loans and convenient repayment. The full cost of education or tuition stabilization may be borrowed and a home equity option is available in most states. MEFA Loan repayment is as low as \$93 per month for 15 years for each \$10,000 borrowed (\$372 for \$40,000).

### Federal Unsubsidized Stafford Loan

Under this federally guaranteed loan program, a student with education costs not met by financial aid who is not eligible (based on federal rules for determining financial need) to borrow up to federal maximums under the Federal Subsidized Stafford Loan Program, may borrow the difference between her subsidized Stafford Loan (if any) and the Unsubsidized Stafford program limits.

An independent student or a dependent student whose parent does not qualify for a Federal PLUS may also borrow up to additional federal maximums if she has costs of education not met by financial aid and she has already borrowed her basic Federal Stafford Loan maximum.

Interest starts to accrue immediately, but repayment may be deferred while the student is enrolled at least half-time or is experiencing economic hardship.

# Financial Aid

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The Wellesley College financial aid program opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No entering first-year student should be discouraged from applying to Wellesley because of the need for financial aid. Approximately 50 percent of all Wellesley students receive financial aid, based on need, from the College.

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At Wellesley College financial aid is based on demonstrated need as defined through the College's financial aid policies. Amounts vary in size according to the resources of the individual and her family and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years, provided funds are available and the student continues to have need as defined by Wellesley's policies.

Determining the amount of aid begins with the examination of family financial resources. Using both federal and institutional methodologies, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff also looks at the amount that the student can contribute from her earnings, assets, and benefits. Each year, the Financial Aid Committee determines a standard amount expected from the student's summer and vacation earnings. The total of the parents' and the student's contributions is then subtracted from the student's cost of education, which is composed of the College fees, a \$2,000 book and personal allowance, and an allowance toward travel from her home area to Wellesley. The remainder equals the financial need of the student and is offered in aid. The financial aid is "packaged" in a combination of three types of aid: work, loan, and grant. The Financial Aid Committee sets yearly amounts of academic year work and loan.

## Work

Generally, a portion of a student's financial aid is met through a job on or off campus, usually as part of the federal work study program. Students are expected to devote no more than ten hours a week to their jobs. For 2000–01, first-year students are expected to earn \$2,000; sophomores, \$2,000; juniors and seniors, \$2,200. The Office manages placement and pay rates for on-campus opportunities, both for financial aid students and those not qualifying for aid. It also maintains listings of off-campus opportunities.

Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments; however, they are responsible for finalizing their positions in a timely manner. Off campus, students have worked in museums, laboratories, research institutions, and community offices.

Loans	<p>The next portion of a student's financial aid is met through low-interest loans. The 2000–01 amounts are \$2,625 for first-year students, \$3,000 for sophomores, \$3,500 for juniors, and \$3,500 for seniors. There are several kinds of loans available with different interest rates and terms of repayment. The suggested loan amount and loan program are specified in the aid offer.</p>
Repayment of Loans from the College	<p>A student who has received a loan has the obligation to repay the loan after withdrawal or graduation. Early in the school year, the student is expected to attend a loan entrance interview. Before she leaves the College she should make arrangements for an exit interview in the Office of Student Financial Services. At that time she will be notified of her rights and responsibilities regarding the loan and will be given a repayment schedule. Students with Students' Aid loans have entrance and exit interviews with the Students' Aid Society.</p> <p>In order to be eligible for aid from Wellesley, transfer students cannot be in default on prior education loans. Wellesley will not offer any federal, state, or institutional aid to students in default on prior education loans.</p>
Grants	<p>The remaining portion of the student need is awarded in grants by the College from its own resources, from the federal government through the Federal Supplemental Educational Opportunity Grant and Pell Grant Programs, or from outside agencies.</p> <p>Students who are eligible for other grants are required to apply. If the student does not apply, the College will not replace the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.</p>
Applying for Financial Aid	<p>Applicants for admission who intend to apply for financial aid must file five forms: the Wellesley College Application for Financial Aid, the Financial Aid Profile of the College Scholarship Service (Profile), the Free Application for Federal Student Assistance (FAFSA), plus signed copies of all pages and schedules of both the parents' and the student's most recent federal income tax returns. Applicants may also be asked to have the IRS send a transcript directly to Student Financial Services. Additional documents are required if parents are separated/divorced or self-employed.</p> <p>The College considers information from both parents regardless of their marital status. Students are expected to furnish information from parents in their initial year and all remaining years. Students in the Davis Degree Program who satisfy federal guidelines for self-supporting students and are not dependent on upon their parents for support are exempt from this requirement.</p>

<b>Application Form</b>	The Wellesley College Application for Financial Aid should be returned to the Director of Student Financial Services, Box FA, Wellesley College, 106 Central Street, Wellesley, MA 02481, by November 1 for Early Decision applicants, January 15 for Regular Decision applicants and fall semester Transfer applicants, and November 15 for spring semester Transfer applicants.
<b>Academic Requirements for Financial Aid</b>	<p>Evaluations of all students' academic records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid is reviewed on a yearly basis. Students must make satisfactory progress toward the degree and maintain a C average. No credit is associated with course incompleteness, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses are not considered in progress toward the degree.</p> <p>Ordinarily, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. A student may submit an appeal to the Academic Review Board for additional time. The Academic Review Board will consider special circumstances and may grant up to ten semesters for a full-time student or up to 14 semesters for a part-time student. A student may request financial aid for semesters beyond the usual eight if the Academic Review Board has approved the extension.</p>
<b>Town Tuition Grants</b>	Wellesley College offers ten Town Tuition Grants to residents of the town of Wellesley who qualify for admission and who meet the town's residency requirements. These students may live at home or on campus. Those who choose to live on campus may apply to the College for additional financial aid, and their applications will be reviewed in relation to the same financial aid policies applicable to all Wellesley students.
<b>ROTC Scholarships</b>	ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside back cover). Students, however, may enroll in ROTC programs offered at MIT through the College's cross-registration program. Wellesley students may apply for scholarship aid from the Air Force and Army. Interested students should contact the appropriate service office at Building 20E, Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, (617) 253-3755; Army, (617) 253-4471.
<b>Financial Aid for International Students</b>	A limited amount of financial aid is available for international students. If an international student enters without aid, she will not be eligible for it in future years.
<b>Financial Aid for Davis Scholars</b>	Students in the Elisabeth Kaiser Davis Degree Program receive work and loans as the first components of the aid package, with a grant meeting the remaining need. The cost of education will vary for Davis Scholars living off campus in accordance with the number of



	<p>courses for which they are enrolled. Financial Aid is not available to meet the full costs of living off campus.</p>
Wellesley Students' Aid Society	<p>The Wellesley Students' Aid Society, Inc. is an organization of Wellesley College alumnae. In addition to providing funds for grants and long-term tuition loans, the organization also serves as a resource for short-term emergency loans and other student services.</p>
Assistance for Families Not Eligible for Aid	<p>Wellesley has special concern for middle- and upper-income families who find it difficult to finance their daughter's education through current income. The services of the Office of Student Financial Assistance are designed to assist all families, regardless of the need for aid.</p> <p>If those families do not qualify for aid, the College will assist in several ways. Wellesley will help any student find a job, on or off campus and will furnish information and advice on obtaining student and parent loans. Three payment programs are offered by the College: a Semester Plan, a Monthly Plan, and a Prepaid Tuition Stabilization Plan. Financing options available are described in the Summary of Payment Plans and Financing Options.</p>
For Further Information	<p>Detailed information on the material summarized here is described in Wellesley's brochure "Financing Your Education." This brochure is sent to prospective students with the admission application. Each spring, updated information on the payment and loan programs is also available.</p>
FAFSA/CSS Profile	<p>The FAFSA and information about registration for the CSS Financial Aid Profile will be available from high school guidance offices for new students and from Wellesley College for returning students. Applicants should plan to register two weeks before the form is due to allow sufficient time for CSS to process the registration and for families to complete the Profile.</p> <p>The Profile must be filed by February 1 for Regular Decision applicants and fall semester Transfer applicants, and by November 15 for spring semester Transfer applicants. Early Decision applicants must file the CSS Profile by November 15. All applicants, Regular Decision and Early Decision, should file for the FAFSA by February 1.</p>



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## Graduate Fellowships 2001-02

Wellesley College offers a number of fellowships for graduate study, independent research, and work that are open to graduating seniors and graduates of Wellesley. Two of these fellowships are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year. Please note that these fellowships are for study at institutions other than Wellesley College. Preference in all cases, except for the Peggy Howard Fellowship, will be given to applicants who have not held one of these awards previously. Awards are based on merit and need, with the exception of the Knafel and Trustee scholarships, which are determined on merit alone. For more information about graduate fellowships and graduate school, visit our web site: [www.wellesley.edu/CWS/](http://www.wellesley.edu/CWS/).

### For Wellesley College Graduating Seniors

*Jacqueline Krieger Klein '53 Fellowship* in Jewish studies to encourage all seniors to pursue further education in the field of Jewish studies. Award: Up to \$1,500

*Susan Rappaport Knafel '52 Scholarship for Foreign Study* awarded to a member of the graduating class who displays a desire to learn and an ability to impart knowledge and judgment to others. The scholarship will fund a year of study in a foreign institution to pursue a specific subject that requires contact with foreign scholars, libraries, or other resources. Award: \$25,000

*Susan Rappaport Knafel '52 Traveling Fellowship* awarded to a member of the graduating class who displays an interest in and an acceptance of others, and who displays the ethos of a Wellesley education. The fellowship will fund a year of travel abroad, with the requirement that the recipient not remain in the same area for more than two months. Award: \$22,000

*Trustee Scholarships* are awarded on a competitive basis to graduating seniors who are currently applying to graduate school. The title Trustee Scholar is honorary; in cases of financial need, awards up to \$3,000 may be given.

### For Wellesley College Graduates

*Anne Louise Barrett Fellowship* preferably in music and primarily for study or research in musical theory, composition, or the history of music, abroad or in the United States. Award: Up to \$4,000

*Margaret Freeman Bowers Fellowship* for the first year of study in the fields of social work, law, or public policy/public administration, including MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Award: Up to \$6,000

*Eugene L. Cox Fellowship* for graduate study or research in medieval or renaissance history and culture, abroad or in the U.S. Award: Up to \$5,000

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*Professor Elizabeth F. Fisher Fellowship* for research or further study in geology or geography, including urban, environmental, or ecological studies. Preference given to geology and geography. Award: Up to \$1,500

*Ruth Ingersoll Goldmark Fellowship* for study in English literature, English composition, or the Classics. Award: Up to \$1,500

*Horton-Hallowell Fellowship* for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree or its equivalent, or for private research of equivalent standard. Award: Up to \$8,000

*Peggy Howard Fellowship in Economics* to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty, who may name one or two recipients depending on the income available.

*Thomas Jefferson Fellowship* for advanced study in history. Award: Up to \$6,000

*Edna V. Moffett Fellowship* for a young alumna, preferably for the first year of graduate study in history. Award: Up to \$4,000

*Alice Freeman Palmer Fellowship* for study or research abroad or in the United States. The holder must be no more than 26 years of age at time of her appointment and unmarried throughout the whole of her tenure. Award: Up to \$20,000

*Vida Dutton Scudder Fellowship* for study in the field of social science, political science, or literature. Award: Up to \$4,000

*Harriet A. Shaw Fellowship* for study or research in music, art, or allied subjects, abroad or in the United States. Preference given to music candidates; undergraduate work in history of art required of other candidates. Award: Up to \$4,000

*Mary Elvira Stevens Traveling Fellowship* offers unique support for a year of travel or study outside the United States, with the general plan approved in advance by the Fellowship Committee. This fellowship is available to Wellesley graduates at least 25 years of age on December 31 of the year in which the application is made. Candidates seeking to explore nonacademic fields are encouraged to apply. Award: Up to \$20,000

*Sarah Perry Wood Medical Fellowship* for the study of medicine. Nonrenewable. Award: Up to \$50,000

*Fanny Bullock Workman Fellowship* for graduate study in any field. Award: Up to \$6,000

#### For Women Graduates of Any American Institution

*Mary McEwen Schimke Scholarship*, a supplemental award for the purpose of affording relief from household and child care expenses while pursuing graduate study. The award is based on scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies. Award: Up to \$1,000

*M.A. Cartland Shackford Medical Fellowship* for the study of

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medicine with a view to general practice, not psychiatry. Award: Minimum of \$7,000

### Instructions for Applying

Applications for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College. Applications and supporting materials should be returned to the same address in early April.

Applicants for the Jacqueline Krieger Klein '53 Fellowship may contact the Department of History, Wellesley College.

Applications for the Mary Elvira Stevens Fellowship may be obtained from the Alumnae Office, Wellesley College. The applications and supporting materials should be returned to the same address and postmarked no later than December 15, 2000.

Applications for all other fellowships may be obtained from the Secretary to the Committee on Graduate Fellowships, Center for Work and Service, Wellesley College, 106 Central Street, Wellesley, MA 02481, or they can be found on-line at [www.wellesley.edu/CWS/](http://www.wellesley.edu/CWS/). Applications and supporting material submitted by mail must be postmarked no later than January 3, 2001. If hand-delivered, the application must be received in the Center for Work and Service no later than January 3, 2001.

### For Wellesley College Alumnae in Asia

*Elisabeth Luce Moore '24 Wellesley-Yenching Program.* The Wellesley-Yenching Program is a lasting example of Wellesley College's long tradition of interest and involvement in China, dating from 1906. In 1999, Wellesley received a generous grant from the Henry Luce Foundation to honor Elisabeth Luce Moore '24 who was born in China and has been a strong supporter of the College's ties to Asia. Part of this grant was used to endow the Wellesley-Yenching Program and to strengthen these three opportunities to work in Asia:

*Wellesley-Yenching Teaching Fellowship at Chung Chi College in Hong Kong.* The fellow's time may be divided between helping to organize and promote English language activities at Chung Chi College as a whole, and serving as a teaching or research assistant for an academic department.

*Wellesley-Yenching Teaching Fellowship at Ginling College in Nanjing, China.* The fellows teach English in the classroom for approximately 12 to 14 hours each week with office hours three to four times a week.

*National Palace Museum Fellowship in Taipei, Taiwan.* Approximately one-half of the fellow's work will be with the NPM Secretariat where she will write, translate, and revise English documents for various departments. The other half of the fellow's work will be with one of the Museum's other departments.

Application information is available in the Center for Work and Service, 106 Central Street, Wellesley, MA 02481 or it can be found on-line at [www.wellesley.edu/CWS/](http://www.wellesley.edu/CWS/). Deadlines are usually in mid-March.



## THE ACADEMIC PROGRAM

# The Academic Program

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The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and the skills appropriate to the liberal arts but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye, and enlarge the capacity for free, independent, and discriminating choice.

## On-line Course Information

Students may access Wellesley College course information and class schedules through the Internet via the Campus-Wide Information System: <http://www.wellesley.edu/>.

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## The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

## Requirements for Degree of Bachelor of Arts

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work with a C average or better. With some exceptions, described below, each semester course is assigned one unit of credit. Specific courses, designated by their departments and approved by the Committee on Curriculum and Instruction, are assigned 1.25 units of credit. To be eligible for 1.25 units of credit, a course must meet for 300 minutes or more per week and involve, in addition, substantial time spent on course-related work outside scheduled class meetings. Departments may also request permission from the Committee on Curriculum and Instruction to offer courses for 0.5 units of credit. A student may earn no more than 2 units toward the degree as the result of the accumulation of fractional units through 1.25 unit courses taken



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at Wellesley; the same 2-unit limit applies to the accumulation of fractional units through 0.5 unit courses. A unit of credit is equivalent to four semester-hours or six quarter-hours. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. The average course load is four courses per semester. First-year students are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified as Grades I, II, and III. Introductory courses are numbered 100–199 (Grade I); intermediate courses, 200–299 (Grade II); advanced courses, 300–399 (Grade III). Each student must include in her program at least four units of Grade III work, at least two of which shall be in the major. At least two units of Grade III work must be taken in a student's last two years. Directions for election of the major vary with the department. Please see departmental listings for specific major requirements.

## Distribution Requirements

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses except Writing 125. However, to ensure that students gain insight and awareness in areas outside their major fields, the College requires that they elect nine units drawn from eight substantive and skill-based categories as part of the 32 units required for graduation. (Courses numbered 250/350, Research or Individual Study, or 360/370, Honors Research, do not satisfy this requirement.) Students who enter as first-year students must take six of these nine units at Wellesley, two units in each of the three groups of distribution areas described below. Transfer students and Davis Scholars who enter with eight units prior to Wellesley must take at least three units at Wellesley, and students entering with 16 prior units may take the distribution requirements at Wellesley or use their prior units.

Courses assigned to two distribution areas may not be used to fulfill two distribution requirements. This limitation does not apply to overlay requirements (the writing requirement, the multicultural requirement, and the quantitative reasoning requirement, described on pp. 56–57).

**Students must complete three units drawn from the following two distribution areas. At least one unit must come from each of these two areas:**

## Language and Literature

Language and Literature. Courses in this group focus on: (1) the history, critical analysis, theory, and/or creation of literature, and (2) increasing mastery of the grammar, usage, and cultural context of languages studied beyond the elementary level. Courses in creative writing also fulfill this requirement.

Normally, only one course fulfilling the language requirement in a given department will be designated as satisfying the distribution

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requirement in Language and Literature. Courses in language instruction at the 100-level may not be used to satisfy this distribution requirement.

**Visual Arts,  
Music, Theatre,  
Film, and Video**

Visual Arts, Music, Theatre, Film, and Video. Courses in this area focus on: (1) the history, critical analysis, and/or theory of the visual and performing arts, and (2) practice in the creation and performance of these arts.

**Students must complete three units drawn from the following four distribution areas. One unit must come from the Social and Behavioral Analysis category; the two additional units must come from two of the three other categories:**

**Social and  
Behavioral  
Analysis**

Social and Behavioral Analysis. Courses fulfilling this requirement introduce students to different theoretical and methodological approaches to the study of human societies and behaviors. These courses examine how individuals interact with and are influenced by social groups and institutions, including those associated with politics, economics, religion, family, health, education, and the arts; how and why particular forms of social organization emerge within groups or societies; and the nature of social change and conflict.

**Epistemology  
and Cognition**

Epistemology and Cognition. Courses in this area examine the nature, sources, and limits of human knowledge. Some of these courses consider the standards for justifying knowledge about human beings and the world in which they live, as well as philosophical debates, both contemporary and historical, about the nature of such standards. Other courses explore aspects of intelligence—among them language, memory, perception, and learning and the cognitive, computational, and neural processes that underlie them.

**Religion, Ethics,  
and Moral  
Philosophy**

Religion, Ethics, and Moral Philosophy. Courses meeting this requirement engage students in disciplined reflection on human conduct, the nature of values, the traditions of thought that have informed these values, and the religious traditions of the world. These courses will help students understand moral and political theory, ethical issues, and the role of religion in human life and society.

**Historical Studies**

Historical Studies. Courses in this area develop students' understanding of history in one, or both, of two ways: (1) by illuminating the distinctiveness of one or another part of the past, with the goal of bringing students to an appreciation of political, social, economic, or cultural configurations different from their own, and (2) by exploring the processes of historical change, through which one configuration of institutions, ideas, and behaviors is replaced by another.

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Students must complete three units from the following two distribution areas. At least one unit must come from each of these two areas, and at least one unit must be a laboratory unit:

**Natural and  
Physical Science**

Natural and Physical Science. This requirement is designed to give students a basic knowledge of the capabilities and limitations of the scientific method of inquiry. Courses in this area focus on understanding scientific concepts and emphasize the methods used to gather, interpret, and evaluate scientific data.

**Mathematical  
Modeling and  
Problem Solving  
in the Natural  
Sciences,  
Mathematics, and  
Computer Science**

Mathematical Modeling and Problem Solving in the Natural Sciences, Mathematics, and Computer Science. Courses in this group help students develop skills needed: (1) to formulate, understand, and analyze mathematical models of natural phenomena, and/or (2) to formulate and solve complex problems requiring a logical progression through multiple mathematical or computational steps.

**Foreign  
Language  
Requirement**

Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Board. Wellesley requires a score of 690 or better on the SAT-II: Subject Test, or a score of at least 4 on the Advanced Placement Examination (AP) to fulfill the foreign language requirement. (Prior to fall 2000, a score of 650 on the SAT-II or a score of 3 on the AP examination fulfilled this requirement.) This requirement can also be met by the completion of two units of language study at the second-year college level or one unit of language study above the second-year college level.

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**Second-Year College Level Courses**

Chinese:	201 (1-2), 251 (1), 252 (2)
French:	201-202 (1-2) or 203-204 (1-2)
German:	201-202 (1-2)
Greek:	201 (1), 202 (2) or Religion 298 (2)
Hebrew:	(see Religion Department), Hebrew 201-202 beginning in 1995-96
Italian:	201 (1), 202 (2)
Japanese:	201-202 (1-2)
Latin:	200 (1), 201 (2)
Russian:	201-202 (1-2)
Spanish:	201-202 (1-2)

Students may earn credit for introductory courses in no more than two modern foreign languages. Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. Students interested in

	<p>Arabic should refer to the section on the cooperative program with Brandeis. A student whose native language is not English and who has studied that language and its literature through high school will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.</p>
<b>Writing Requirement</b>	<p>Each entering student is required to complete one semester of expository writing in her first year. Courses (numbered 125) are offered in the Writing Program. Transfer students and Davis Scholars who have not fulfilled a similar requirement must also complete one semester of expository writing, either a Writing 125 course or Writing 225. Students are expected to use acceptable standards of spoken and written English in their college work.</p>
<b>Multicultural Requirement</b>	<p>All students must complete one unit of course work that focuses on (1) African, Asian, Middle Eastern, Caribbean, Latin American, Native American, or Pacific Island peoples, cultures, or societies; and/or (2) a minority American culture, such as those defined by race, religion, ethnicity, sexual orientation, or physical ability; and/or (3) the processes of racism, social or ethnic bias, or cross-cultural interaction. Each student, in consultation with her first-year advisor, her major or minor advisor, or her class dean, will choose a course to meet this requirement. She will explain her choice in a written statement to be submitted to and signed by the advisor or dean with whom she has consulted.</p> <p>The multicultural requirement may be satisfied with a course that also satisfies a distribution requirement. Writing 125 may not be used to satisfy the multicultural requirement.</p>
<b>Quantitative Reasoning Requirement</b>	<p>The ability to think clearly and critically about quantitative topics is fundamental to effective citizenship in the modern world. In addition, mathematical reasoning is important in a wide range of disciplines. The College wants to ensure that mathematics does not serve as a barrier or disincentive to those students who might otherwise be interested in courses or careers that require basic quantitative reasoning skills.</p> <p>The quantitative reasoning requirement consists of two parts: a basic skills component and an overlay course component. The basic skills component of the requirement is intended to help students gain the math skills they need for courses with a quantitative focus. These skills include some facility with arithmetic and basic algebra, reading and preparing graphs, as well as the ability to draw conclusions about the world based on quantitative information. To help identify those students in need of these skills, all entering students, including Davis Scholars and transfer students, will be required to take the Quantitative Reasoning Assessment. The Quantitative Reasoning Assessment is a math test that will help identify areas where students need to strengthen their math skills.</p>

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Students who do not pass the Quantitative Reasoning Assessment will be required to enroll in QR 140, Introduction to Quantitative Reasoning, a basic skills course focusing on mathematical topics in the context of real-world applications. Students must complete the basic skills component of the quantitative reasoning requirement in their first year.

The second part of the quantitative reasoning requirement, the overlay course component, is designed to engage students in the analysis and interpretation of data in a scientific or social context and to provide an understanding of the statistics used in everyday life. This part of the quantitative reasoning requirement is satisfied by successfully completing a course designated as appropriate by the Committee on Curriculum and Instruction. This course may also be used to satisfy a distribution requirement. For more information about the Quantitative Reasoning Program, see Courses of Instruction.

## The Major

Students may choose from among 30 departmental majors and 21 interdepartmental or structured individual majors—American Studies, Architecture, Astrophysics, Biological Chemistry, Chinese Studies, Cinema and Media Studies, Classical Civilization, Classical and Near Eastern Archaeology, Cognitive and Linguistic Sciences, Comparative Literature, French Cultural Studies, German Studies, International Relations, Japanese Studies, Jewish Studies, Latin American Studies, Medieval/Renaissance Studies, Neuroscience, Peace and Justice Studies, Russian Area Studies and Theatre Studies—or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major. Many departments require more than eight courses, and Directions for Election of the major vary. (See departmental listings for specific requirements.) While a student must complete one major, she may choose to complete two majors or a major and a minor. No single course may be counted toward two majors or toward both a major and a minor.

Students who are interested in an individual major should submit a plan of study to two faculty members from different departments. Normally, the plan should include eight units above the introductory level, four of which should be in one department. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a subject that crosses conventional departmental lines. Examples of possible area studies include Middle Eastern Studies; of periods, post colonialism; of subjects, Environmental Science. A model for the way an individual major might be constructed is provided in the Theatre Studies listing under Courses of Instruction.



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In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chair of the major department, the director of the interdepartmental major, or in the case of the individual major, with the consent of the student's advisors and the Committee on Curriculum and Instruction.

#### Other Requirements

In order to ensure a broad exposure to the liberal arts curriculum and to avoid premature specialization, of the 32 units required for graduation, students must elect 18 units outside any one department. Of the last four semesters completed for the degree, a normal course load must be taken at Wellesley in two consecutive semesters.

In addition, all students must complete the physical education requirement described in the Courses of Instruction (see Department of Physical Education, Recreation and Athletics) for which no academic credit is given.

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### Additional Academic Programs

#### Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of Individual Study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. Students may do no more than two units of Individual Study in any one department, and those courses may not be used to satisfy distribution requirements. Further conditions for such work are described (in departmental listings) under the courses 250, 250H, 350, and 350H. For further opportunities for research and individual study see the Honors section under Academic Distinctions.

#### The Minor

Some departments at Wellesley offer a minor. Normally, a minor consists of at least five courses, with one of them at the Grade III level. Directions for Election of the minor are included in the departmental listings. Interested students should consult the chair of the department. A minor form must be filed in the Office of the Registrar. No student is required to complete a minor.

#### Preparation for Law School

The prelaw student should develop three basic competencies: skill in analysis and reasoning, effective writing and speaking, and breadth of understanding of the diverse factors that make up the community in which the legal system functions (see Legal Studies courses). These competencies can be developed in any field in which the student chooses to major, whether in the social sciences, the humanities, or the natural sciences. Law schools do not



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specify particular major fields or particular courses of study for admission.

### Preparation for Medical School

Medical, dental, and veterinary medical schools require special undergraduate preparation. Students should consult as early as possible with the Health Professions Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the Health Professions secretary in the Science Center.

In general, most health profession schools require two units of English and two units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require mathematics, in some cases two units of calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT), which are taken approximately 16 months before entering medical or dental school. In order to receive the full support of the Health Professions Advisory Committee, undergraduate students should plan to complete at least six of the science and math course requirements at Wellesley and/or its exchange colleges.

### Preparation for Engineering

Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley through cross-registration with MIT. Wellesley students can prepare for graduate study in engineering by combining courses in engineering at MIT with their Wellesley science major. Students interested in an undergraduate engineering degree might try to qualify for the Double Degree Program (see Special Academic Programs).

Students interested in engineering should take mathematics and physics at Wellesley in their first year, in preparation for MIT courses. Information concerning fields, prerequisites, and contact persons at MIT is available through the Office of the Class Deans.

### Academic Advising

At Wellesley, academic advising for the first-year and sophomore student is provided by the Class Deans and the faculty. The Class Dean is a central source of information about degree requirements, academic legislation, and resources available at the College to help students achieve their academic goals. She advises students about course selections and sequences, and she is available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

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Starting during Orientation, the faculty serve as mentors about the liberal arts experience, helping first-year students discuss their academic interests, goals, and experiences during their first year at Wellesley and introducing them to areas of the curriculum about which they may lack knowledge. In addition, each first-year student is asked to select a faculty advisor, based on her first semester course choices, to ensure that she has an opportunity to explore her individual interests and concerns about the degree.

The advising of juniors and seniors is also shared by the faculty and the Class Deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A. degree. In addition, it has the double benefit of specialized advice from faculty in the major field and detailed examination of the student's overall program.

### The Learning and Teaching Center

The Learning and Teaching Center, located in the Margaret Clapp Library, plays a significant role in supporting the intellectual life of both students and faculty on the Wellesley campus. The mission of the Center is twofold: (1) to help students realize their academic potential and (2) to provide opportunities for faculty members to explore different methods of teaching. Peer tutors are at the heart of the Center's academic services for students. Tutors support students as they build on their academic strengths, overcome difficulties, and develop effective strategies for reading, writing, and thinking. Faculty members participate in programs that enable them to share insights, refine teaching skills, and implement pedagogical innovations.

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## Academic Policies & Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College's history, responding to changes in student lifestyles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

### Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems that interfere with their academic work, they should consult with their Class Deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Learning and Teaching Center.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester the records of

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those students who are not in good academic standing are examined by the Academic Review Board. The Board will recommend sources of help and may impose conditions for continuing at the College. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely asked to leave the College.

#### **Academic Review Board**

The Academic Review Board is the principal body for overseeing each student's academic progress and for granting exceptions to degree requirements and academic policies. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted in the Registrar's Office. Chaired by the Dean of Students, the Board is composed of the Class Deans, the Dean of Continuing Education, and six elected faculty and four student representatives. The student members of the Academic Review Board do not participate in discussions of individual students' standing, but they do contribute to discussions of academic policy and of student requests for exceptions to legislation. A student who wishes to submit a petition to the Academic Review Board should do so in consultation with her Class Dean. She should deliver her petition, in writing, at least one week before the petition is to be considered by the Board.

#### **Credit for Advanced Placement Examinations**

Students who have taken Advanced Placement Examinations and who make the scores specified by Wellesley College may receive up to eight units of credit toward the B.A. degree, provided they do not register in college for courses that cover substantially the same material as those for which they have received Advanced Placement credit. One unit of credit will be given for each AP examination to students who have received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for a score of 3 and two units for a score of 4 or 5 on the Mathematics BC examination. For art history and studio art majors a score of 5 is required on the Art History examination for exemption from Art 100. No more than two units will be granted for credit in any one department. For students entering in fall 1999, AP units may not be used to satisfy distribution requirements. Some departments restrict the use of AP credits toward the major; consult the department or see Directions for Election under the departmental listings. *Note:* The taking of a course deemed equivalent to one for which AP credit has been granted will nullify the AP credit.

Wellesley College may grant credit for the International Baccalaureate (Higher Level) and other 13th-year programs outside the U.S. (e.g., A-levels). For more information, contact the Registrar's Office.

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**Summer School  
and Transfer  
Course Credit  
After  
Matriculation**

Students who wish to take courses during the summer or while on a leave of absence must get their courses approved for credit toward the Wellesley degree. An approval form, available in the Registrar's Office, must be completed for each course taken outside the Twelve College Exchange Program or outside an approved foreign study program. On this form the Registrar's Office will evaluate the course for the amount of credit, and the department chair for course content. Certain academic departments will not approve outside credit from 2-year colleges after a student has matriculated (see departmental Directions for Election). Students should have their courses evaluated and approved prior to enrolling, otherwise credit is not guaranteed. (A course must be equivalent to four semester-hours or six quarter-hours in order to earn one full unit of Wellesley credit.) Credit will be granted only for liberal arts courses taken at an accredited institution. Courses must be taken for a letter grade, and credit will be given only for an approved course in which a grade of C or better is earned. Students must request that an official transcript be sent to the Wellesley College Registrar's Office. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

Approved courses may be used toward the distribution requirement within the limitations outlined on pp. 53–58. Students must earn the equivalent of three full Wellesley units (12 semester-hours or 18 quarter-hours) in each distribution group. First-year students must fulfill the writing requirement by completing Writing 125.

**Limitations on  
the Amount of  
Outside Credit  
Used Toward  
the Degree**

Of the 32 units required for the B.A. degree, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than eight), courses taken at another institution during the summer (no more than four), courses at another institution not taken during the summer (no more than eight), college and university credit earned prior to graduation from secondary school and not included in the units of secondary school work presented for admission (no more than two). All students, including transfer students and Davis Scholars who entered in January 1988 and thereafter, must complete 16 units at Wellesley. There are limits on the number of outside credits that can be used to fulfill the distribution requirement. See pp. 53–58.

**Exemption from  
Required Studies**

Students may be exempted from any of the studies required for the degree, except Writing 125, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

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Such exemption may be achieved in one of two ways: a score of 4 or 5 on the AP tests or passing a special exemption examination. Permission for the exemption examination must be obtained from the chair of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

## Grading System

Wellesley uses the following letter grade system:

Grade A (4.00) is given to students who meet with conspicuous excellence every demand that can fairly be made by the course.

Grade A- (3.67)

Grade B+ (3.33)

Grade B (3.00) is given to those students who add to the minimum of satisfactory attainment excellence in not all, but some, of the following: organization, accuracy, originality, understanding, insight.

Grade B- (2.67)

Grade C+ (2.33)

Grade C (2.00) is given to those students who have attained a satisfactory familiarity with the content of a course and who have demonstrated ability to use this knowledge in a satisfactory manner.

Grade C- (1.67)

Grade D (1.00) is a passing grade. There is no grade of D+ or D-.

Grade F (0.00)

Students also have the option of electing courses on a credit/non-credit basis. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit (R) is given to students who have earned a grade of C or better in the work of the course, thereby indicating satisfactory familiarity with the content of the course. If credit is not earned (NR), the course does not appear on the student's permanent record except that the units are included in the total number of units attempted.

Students may take an unlimited number of courses on a credit/non-credit basis. In order to remain eligible for Academic Distinction at Commencement, however, a student may not exceed certain limits in the number of credit/noncredit courses she takes. Students who begin their degrees as first-year students at Wellesley may take no more than one-quarter of their Wellesley and MIT courses after the first year on a credit/noncredit basis. For students who begin their degrees somewhere other than at Wellesley (that is, for transfer students and Davis Scholars), the number of credit/noncredit courses is prorated in proportion to the number of Wellesley courses taken after the equivalent of the first year of college. Students can consult their Class Deans for further clarification.



<b>Incomplete Work</b>	<p>If work for a course is not completed by the end of a semester, the instructor has the option of assigning a grade on the basis of the work completed or assigning a grade of Incomplete. The deadline for the missing work will be determined by the instructor, but may be no later than the first day of classes of the succeeding semester. Final grades will be preceded by an "I" on the transcript. If the course work is not completed by the deadline, the instructor may submit a grade for the course, or the Registrar's Office will record a grade of permanent "INC." If a student is unable to complete course work due to illness or personal emergency she may petition the Academic Review Board through her Class Dean for an excused incomplete. If her petition is granted, the incomplete notation will be removed from the student's record once the work is completed.</p>
<b>Examinations</b>	<p>An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, science, and foreign language courses that require audio-visual equipment. Special examinations are offered in September for admission to advanced courses without the stated prerequisites and for exemption from required studies.</p>
<b>Transcripts and Grade Reports</b>	<p>Official transcripts may be ordered in writing from the Registrar's Office. The request for a transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of \$3 for each transcript, and this fee should accompany the request. Transcripts may not be issued if the student has an outstanding bill. Grade reports are mailed to students at the end of each semester.</p>
<b>Registration for Courses</b>	<p>All returning students must register in April for the courses they select for the fall semester and in November for the spring semester. Upon returning to college at the start of each semester, the student will be issued a schedule of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it. Each student is responsible for maintaining the accuracy of her registration by informing the Registrar's Office, in writing, of any changes made to it.</p> <p>Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.</p>



<b>Adding or Dropping Courses</b>	<p>Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, indicating on it any changes in her schedule. New courses must be added by the end of the first week of classes. A course may be dropped at any time through the last day of classes. Permission is required from the department chair or the major advisor if a student wishes to drop a course that affects the major. If a course is dropped before the beginning of the fifth week of classes, it will not appear on a student's record. Students are advised to consult their Class Dean when making any changes in their program.</p>
<b>Auditing Courses</b>	<p>A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit. An audited course does not appear on the transcript.</p>
<b>Acceleration</b>	<p>A few students complete all the requirements for the degree in less than the usual eight semesters. After one semester at Wellesley, students who wish to accelerate should consult their Class Deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.</p> <p>The petition should include the month and year in which the degree requirements will be fulfilled, and all units that will be counted toward the degree.</p> <p>An accelerating student must maintain at least a C average at all times.</p>
<b>Leave of Absence</b>	<p>Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons that may include study at another institution, work, travel, or other activities that meet personal needs. Application for leave of absence may be made to the Class Dean or Dean of Continuing Education after a student has completed at least one semester at Wellesley. First-year students who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.</p> <p>To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the Class Dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four-year program. Application for a leave of absence is due by April 15 for the fall semester and by December 1 for the spring semester. No more than</p>

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eight units of credit taken during an academic year at another institution while a student is on leave may be counted toward the Wellesley degree.

**Voluntary  
Withdrawal**

Students who plan to withdraw must inform the Class Dean and sign an official withdrawal form. The official date of the withdrawal is the date agreed upon by the student and the Class Dean and written on the withdrawal card which is signed by the Class Dean. The withdrawal date is important in order to compute costs and refunds (see Refund Policy). Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

**Required  
Withdrawal**

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.

**Readmission**

A student who has withdrawn from the College and wishes to return should apply to the Office of the Class Deans for the appropriate forms. Readmission will be considered in light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of \$15 must accompany the application form for readmission.

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## **Special Academic Programs**

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

**Scholastic  
Enrichment  
Program for  
First-Year  
Students**

An academic program designed to facilitate the transition from secondary school to college is offered to approximately 45 members of the entering class who meet one or more program criteria. The two week residential program includes noncredit courses in writing and quantitative reasoning. Students will begin to learn about campus life in a diverse community. This two week pre-college session will be followed by a year long seminar. The program is cost-free for participants.

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**Wintersession**

Wintersession is a time in January when students may choose to remain on campus to pursue internships or independent study, noncredit courses, or courses offered for academic credit. Wellesley offers a number of Wintersession courses for credit, including introductory and intermediate language courses, interdisciplinary courses not offered during the fall and spring terms (such as Robotics), and immersion experiences involving travel abroad to such places as Oaxaca, Mexico and Rabat, Morocco. Several credit-bearing courses are also available at MIT during Wintersession. Students taking Wintersession courses are subject to academic regulations as if they were taking the course during a regular semester.

**Wellesley College  
Summer School**

This program is open to all college students in good academic standing, college graduates, and high school juniors and seniors. It offers a range of courses drawn from the Wellesley College curriculum and taught by Wellesley faculty. College students and college graduates may opt to live in the Summer School residence hall or off campus. High school students may not live in the residence hall. Tuition and other fees for summer school are not included in the regular-year tuition. Wellesley students may apply for limited financial aid from the Summer School Office; no financial aid is available to non-Wellesley students.

Wellesley Summer School courses carry full academic course credit. Beginning with Summer 2000, these courses count as regular units for Wellesley students and are included on the student's transcript and in the calculation of her grade point average. They do not count toward the limit of four summer school units that Wellesley students can apply to their degrees. For more information, please contact the Summer School Office or consult your class dean.

**Cross-  
Registration  
Program with the  
Massachusetts  
Institute of  
Technology**

Wellesley is engaged in a program of cross-registration for students at Wellesley and the Massachusetts Institute of Technology. The program allows students to elect courses at the other institution and extends the diversity of educational experiences available in the curricula and the environments of both.

A Wellesley student interested in electing specific courses at MIT should consult the Exchange Coordinator or her department advisor. Registration in MIT courses takes place each semester in both the Wellesley Registrar's Office and in the Exchange Office at MIT. Students electing to take courses at MIT must register at both institutions during an extended add-drop period of one week each semester. A student will not receive credit for an MIT course unless she has registered properly for it at both MIT and Wellesley. First-year students in their first semester may not take courses at MIT. The amount of Wellesley credit is determined by the total number of hours listed for a course in the MIT catalog as follows:

	<i>Total MIT Hours</i>	<i>Wellesley Units</i>
	<6	no Wellesley credit
	6 to 8.99	.50 units
	9 to 14.99	1.00 unit
	15 to 17.99	1.25 units
	18 to 24	2.00 units
<b>Wellesley Double Degree Program</b>	<p>Wellesley offers a Double Degree Program that enables Wellesley students who are accepted to MIT as transfer students to earn a B.A. degree from Wellesley and an S.B. degree from MIT over the course of five years. Students fulfill degree and major requirements at both institutions. Interested Wellesley students apply for transfer admission to MIT during the spring semester of their sophomore year. Students should only consider MIT departments that are not represented at Wellesley and should also be aware that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.</p> <p>Accepted students do not enroll at MIT until they have completed their junior year at Wellesley. During this “bridge year” students are assigned major advisors at both institutions so that they can plan a program which will advance their work toward both degrees. During the fourth and fifth years students enroll at MIT. Our existing Wellesley/MIT Exchange permits cross-registration throughout the five-year period; this enables students to integrate their two courses of study more completely.</p>	
<b>Cooperative Programs with Babson College and Brandeis University</b>	<p>Wellesley has established a cooperative program with Babson College. All Babson courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. Many Wellesley cross-registrants take financial accounting or other courses not available at Wellesley.</p> <p>Wellesley’s cooperative program with Brandeis University allows students to register in a limited number of departments at the other institution. The following areas of study will be open to both Brandeis and Wellesley students: Anthropology, Biology, Chemistry, Classical Studies, Economics, Philosophy, Politics, Russian, Spanish, and Women’s Studies. Wellesley students, in addition, may enroll in liberal arts courses at Brandeis with the approval of the appropriate department. All Brandeis courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. A collaborative program with Brandeis enables Wellesley students to obtain teacher certification in elementary education.</p>	



<b>The Twelve College Exchange Program</b>	<p>Wellesley belongs to a consortium that includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through the Twelve College Exchange Office for a semester or full academic year in residence at any of the member institutions with the following exception. Dartmouth and Williams have announced that they will not be accepting exchange students until further notice. The number of places on all campuses is limited and admission is competitive. Preference is given to students planning to participate in their junior year.</p> <p>Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.</p>
<b>The Wellesley-Spelman Exchange Program</b>	<p>Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The program is open to students in their junior or senior year. Students apply through the Twelve College Exchange Office.</p>
<b>The Wellesley-Mills Exchange Program</b>	<p>Wellesley maintains an exchange program with Mills College, a small women's college in Oakland, California, which has a cross-registration program with the University of California at Berkeley. Students apply through the Twelve College Exchange Office.</p>
<b>Semester in Environmental Science at Woods Hole</b>	<p>Qualified Wellesley students may apply for the Semester in Environmental Science Program held each fall at the Marine Biological Laboratory in Woods Hole, Massachusetts. This 14-week program emphasizes the measurement and understanding of biogeochemical cycles and processes in terrestrial, freshwater, and marine ecosystems. Intended primarily for juniors, participation is limited to approximately two students per year. Interested students should contact Marianne Moore in the Department of Biological Sciences for additional information.</p>
<b>Study Abroad</b>	<p>Students may apply for admission for their junior year to programs and universities overseas. By studying at respected universities in other countries, students gain new insights into the cultural wealth of other nations and a new perspective on their studies. Limited scholarship money is available to students eligible for financial aid. The selection of recipients for awards is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need.</p>

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Information about these awards may be obtained from the International Studies Office.

The International Studies Office helps students make plans for study abroad and the transfer of credit from abroad. Students may apply to one of over a hundred approved or College-sponsored programs. Wellesley administers programs in Aix-en-Provence, France; Vienna, Austria; and in Oaxaca, Mexico. The College is a member of consortia that offer programs in Italy, Japan, and Spain. Wellesley also participates in exchange programs with universities in Argentina, Japan, Korea, and the United Kingdom.

Students interested in spending the junior year abroad should consult their Class Dean and the Director of International Studies, preferably during the first year, to ensure completion of Wellesley eligibility requirements. No more than eight units of credit may be earned at another institution during a one-year leave of absence.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad. Transcripts should be received by October 1 for course work of the previous year and by March 1 for the fall semester.

### Summer Study Abroad

Students planning summer study in foreign countries should consult the International Studies Office. While Wellesley supports summer study, there are only a limited number of programs from which transfer credit will be accepted.

Wellesley awards Stecher Summer Scholarships for the study of art. An application for the Stecher Scholarship requires the support of the student's major department, approval of the International Study Committee, and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

The Mayling Soong Summer Scholarship for study of an East Asian language, either within the U.S. or abroad, is available to sophomores and juniors who qualify for financial aid. Applications are available through the Asian language departments.

In addition, there are several funds to support students doing short-term internships, volunteer work, or work in the ministry. These funds may be used overseas, excluding transportation. Students are directed to ask for more information at the Center for Work and Service and the Political Science department.

### Washington Summer Internship Program

The College sponsors a summer public service internship program in Washington, D.C. The internships are for ten weeks and come with paid housing in local university dormitories and with stipends to help cover other living costs. Selection of participants is made each fall and is based on academic background, faculty recommendations, work experience, extracurricular activities, a writing sample, and an interview.



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The Washington program offers an opportunity for 16–18 juniors to work in government agencies, political organizations, public interest groups, and research and cultural centers. Recent placements have included the White House Communications Office, the State Department, the Senate Judiciary Committee, the Sierra Club, the National Women's Health Network, and the National Gallery of Art. In addition to their full-time jobs, interns plan and participate in a weekly seminar program designed to broaden their understanding of government, politics, and public policy. Each intern is also assigned a mentor from the Washington Alumnae Club. For further information, contact the Department of Political Science.

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## Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

### Honors

Students who have shown marked excellence and an unusual degree of independence in their work may participate in the Honors Program, based on their record in the major field. Current legislation requires a 3.5 average in all work above Grade I in the major field. Students with exceptional qualifications whose averages fall between 3.5 and 3.0 also may be recommended by their departments. Normally students apply to their departments in the spring of their junior year. Under this program, an eligible student may undertake independent research or special study that will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of honors in the major field.

### Other Academic Distinctions

The College names to First-Year Distinction those students who maintain high academic standing during the first year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the first year. Students with an average of 3.60 or higher will be Wellesley College Scholars cum laude; those with an average of 3.75 or higher will be Durant Scholars magna cum laude; students with a 3.90 or higher average will be Durant Scholars summa cum laude.

For purposes of establishing honors, grade point averages are truncated to two decimal places. Students whose records contain more than three incompletes within the last 24 units or who have taken more than a stipulated number of credit/noncredit courses (see Grading System) shall not be eligible for these honors.

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Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by December 1.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

# Courses of Instruction

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Each of the 30 departments at Wellesley College offers a major, and most departments also offer minor programs of study. Students whose academic interests lie at the intersection of two or more disciplines may choose one of the 21 interdepartmental majors or structured, individual majors at Wellesley, or they may design an individual major in consultation with faculty from two or more departments. All students are required to elect a major and may choose to major in two subjects. The choice of a minor is optional.

A semester course that carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. A semester course which carries 1.25 units of credit ordinarily includes at least 300 minutes per week of scheduled class time as well as significant work outside of class. Classes are scheduled from Monday morning through late Friday afternoon.

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Legend

N/O	Not offered in 2000–01
[ ]	Numbers in brackets designate courses listed only in earlier catalogs
A	Absent on leave for the 2000–01 academic year
A1	Absent on leave during the first semester
A2	Absent on leave during the second semester

# Department of Africana Studies

Professor: *Martin, Cudjoe<sup>A2</sup>, Rollins, Steady (Chair)<sup>A2</sup>*

Visiting Associate Professor: *Wilson-Tagoe*

Assistant Professor: *Obeng*

Visiting Assistant Professor: *Jenkins*

## AFR 105 Introduction to the Black Experience

*Martin*

This course serves as the introductory offering in Africana Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

## AFR 150 First- and Second-Year Student Colloquia

*Martin*

The colloquia is offered under specific topics which vary from year to year. The colloquia have no prerequisites, although some are open only to first-year students. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chair or instructor, in consultation with the class dean, will decide which applicants will be accepted.

**Topic for 2000–01: Internationalization of Black Power.** This course will revisit the Civil Rights and Black Power eras of the 1950s through the 1970s. We will rely mostly on the writings of the actual participants in these struggles. These will include not only well known figures such as Malcolm X, Elijah Muhammad and Martin Luther King, Jr., but such important though less well-publicized personalities and organizations as Assata Shakur, the Black Liberation Army and the Republic of New Africa.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

## AFR 200 Africans in Antiquity

*Martin*

Highlights of the African experience in Ancient times; African origins of humankind; Nubia and Egypt; Nile Valley influences on the beginnings of Western civilization; the African presence in Greece and Rome; African influence on Judaism and Christianity; Africans in the Bible; ancient Africans in the Americas.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

## AFR 201 The African-American Literary Tradition

*Cudjoe*

A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## AFR 202 Introduction to African Philosophy

*Menkiti*

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

## AFR 203/SOC 203 Introduction to African-American Sociology

*Rollins*

An introduction to the African-American intellectual traditions within the discipline of sociology. Beginning with an examination of the contributions of the founders of these traditions (DuBois, Johnson, Frazier, Cox et al.), the course then focuses on some of the main contemporary discussions: the Black family, Afrocentric sociology, the class versus race debate, and feminist

sociology. Throughout the semester, African-American sociology will be discussed within the contexts of traditional Eurocentric sociology and the particular political-economic structure in which it exists. *Students may register for either AFR 203 or SOC 203. Credit will be given in the department in which the student is registered.*

Prerequisite: SOC 102 or permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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#### AFR 204 Third World Urbanization

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** Beginning with the origins and characteristics of cities in selected Third World Countries, the course then focuses on the socio-economic structure of pre-industrial cities and the later impact of colonialism, concluding with an examination of contemporary issues of Third World cities.

Prerequisite: None  
Distribution: Social and Behavioral Analysis  
Semester: N/O. Offered in 2001-02. Unit: 1.0

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#### AFR 205 Post-Apartheid South Africa

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** A study of social transformation in the new South Africa from a racist, centralized and oppressive apartheid system to a non-racial, democratic and participatory system which seeks to promote social and economic justice for its citizens. Topics to be discussed include the structural challenges to change; socio-economic development and resource distribution; the persistence of de facto apartheid; increasing poverty among the African population; the impact of globalization and South Africa's place in Africa and world at large.

Prerequisite: None  
Distribution: Social and Behavioral Analysis  
Semester: N/O. Offered in 2001-02. Unit: 1.0

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#### AFR 206 Introduction to African-American History, 1500 to the Present

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** An introductory survey of the political, social, economic and cultural development of African-Americans from their African origins to the present.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O. Offered in 2001-02. Unit: 1.0

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#### AFR 207 Images of Africana People through the Cinema

##### *Obeng*

An investigation of the social, political, and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America and the Caribbean. Attention will be given to aspects of people's lives during the colonial and post-colonial era in such films as "Sugar Cane Alley," "God's Bits of Wood," and "Corridor of Freedom."

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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#### AFR 208/SOC 206 Women in the Civil Rights Movement

##### *Rollins*

An examination of the role of women in the classical Civil Rights Movement. Particular attention will be paid to the interplay between the social factors of the women (e.g., their class, religiosity, race, regional background, age) and their perspectives/behavior within the Movement. Essentially, women's impact on the Civil Rights Movement and the effects of the Movement on the women involved are the foci of this course. *Students may register for either AFR 208 or SOC 206. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to all students except those who have taken [311].  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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#### AFR 210/MUS 210 Folk and Ritual Music of the Caribbean

##### *Fleurant*

An appreciative evaluation, discussion, and analysis of the folk and ritual music of the Caribbean. An effort will be made to survey the musical component of the following Afro-Caribbean religions: Kumina, Rastafari, Shango, Candomble, Macumba, Umbanda, Winti, Vodun, Santeria, Lucumi, Quimboiseur. The concept of marginal retention and basic issues in the study of African retention in the Americas will be explored. Using field recordings, long playing records and documentary films, the student will be exposed to the aesthetic. *Students may register for either AFR 210 or MUS 210.*



*Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

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#### **AFR 211 Introduction to African Literature**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as Ngugi Wa Thiongo, Camara Laye, Wole Soyinka, Mirama Ba, Nawal El Saadawi and Buchi Emecheta will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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#### **AFR 212 Black Women Writers**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** The Black woman writer's efforts to shape images of herself as Black, as woman and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition, and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetic.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O. Offered 2001–02.

Unit: 1.0

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#### **AFR 215 Introduction to Afro-American Politics**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of U.S. politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system offered and considerable emphasis on conflicting theories of participation.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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#### **AFR 216 History of the Caribbean**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Survey of political, economic, and sociological factors shaping Caribbean society. Topics covered include: Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the Caribbean and Africa, the Caribbean and African-America, the struggle for majority rule, the spread of United States influence, independence and its problems.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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#### **AFR 217 African-American Families**

**NOT OFFERED IN 2000–01.** An overview of the African-American family in economic, sociological, psychological, economic, anthropological and historical perspectives. Examination of the complex interplay of self-definitions, societal and community definitions among African-American women, men and children within the context of their families. Exploration of changing sex roles among African-American women and men will also be discussed.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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#### **AFR 219 Economic Issues in the African-American Community**

**NOT OFFERED IN 2000–01.** This course provides a historical overview of the economic issues that have faced the African-American community and that continue to do so. It will examine different employment trends for African-American men and women, and for African-Americans from different educational and socioeconomic backgrounds. It will also cover minority business development, home and property ownership, and access to and accumulation of capital. Various public policy initiatives that have influenced economic outcomes will also be examined.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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#### **AFR 221 Public Policy and Afro-American Interests**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Analysis of the diverse roles of Afro-Americans in the making of public policy with some coverage of the significance of class and gender. Critical issues facing public policy as a



discipline also addressed. Class simulates the intricate procedures of setting policy in several areas.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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### **AFR 222 Blacks and Women in American Cinema**

*Obeng*

A study of the creation of images and their power to influence the reality of race and sex in the American experience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history is depicted.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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### **AFR 223 Caribbean and African Development Issues**

NOT OFFERED 2000–01. Survey of the African development experience emphasizing major development theories and strategies, explanations for the contemporary state of affairs and case studies, usually from the Caribbean and African countries. Topics: colonial rule and nationalist struggles, class formation and policy making, party systems, democratization, sectoral performance, regional integration and the impact of globalization.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **AFR 224/MUS 209 A History of Jazz**

*Panetta*

This course offers a listener's introduction to jazz, one of the greatest expressions of American artistic genius. Early jazz drew from several vibrant streams of indigenous musical art (including ragtime and Blues idioms), and subsequent stylistic phases have corresponded closely to significant developments in American social history; knowledge of jazz is thus highly relevant to an understanding of twentieth-century American culture. Through a selection of recordings, we will follow the progression of jazz history from African roots to recent developments; readings from source documents and contemporary accounts will offer perspective on the social history of jazz and the position of the jazz musician in society. Two class meetings, supplemented by weekly film screenings.

*Students may register for either AFR 224 or MUS 209. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or

Historical Studies

Semester: Fall

Unit: 1.0

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### **AFR 225 Introduction to Black Psychology**

*Jenkins*

Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration to such issues as: The Afrocentric and Eurocentric ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **AFR 226 Seminar. Environmental Justice, Race, and Sustainable Development**

*Steady*

An investigation of the extent to which the causes and consequences of environmental degradation are influenced by social inequality, and the devaluation of indigenous groups and cultures. The course will examine how the impact of human activity on the planet is shaped by norms and practices which reinforce inequality and expose certain groups, especially indigenous peoples, the poor, and people of color to environmental hazards. Topics to be discussed include the link between negative environmental trends and social inequality; ecologically sound cultures of indigenous peoples; the social ecology of slums, ghettos and shanty towns; the disproportionate exposure of some groups to pollutants, toxic chemicals and carcinogens; rural poverty in Africa; dumping of hazardous waste in Africa and other Third World countries; and industrial threats to the ecology of small island states in the Caribbean. The course will conclude with an evaluation of Agenda 21, the international program of action from the Earth Summit designed to halt environmental degradation and promote sustainable development.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**AFR 232/332/ MUS 225/325 Topics in Ethnomusicology: Africa & The Caribbean**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** The course will focus on the traditional, folk and popular musics of Africa and the Caribbean. Emphasis will be put on issues of Africanism and marginal retentions in the musics of Brazil, Cuba and Haiti, the three major countries in the Americas known for their Africanism. The musics of Candomble, Santeria, and Vodun, as well as the samba, rumba, and meringue, the national musics of the three New World countries under consideration will be discussed in terms of their respective influence on the modern musics of Africa. Finally, the musical “round trip” between Africa and the Caribbean whereby the genre such as the rumba spawned new forms like the juju of Nigeria, the soukous of Zaire and the highlife of Ghana will also be discussed in the course. *Students may register for either AFR 232/332 or MUS 225/325. Credit will be given in the department in which the student is registered.*

Prerequisite: 100, 111, 122 or by permission of the instructor. In addition, for MUS 325 or AFR 332, MUS 200 is required.

Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy

Semester: N/O. Offered in 2001–02. Unit 1.0

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**AFR 233/ MUS 233 Three Jazz Masters**

*Panetta*

Edward Kennedy “Duke” Ellington (1899–1974), Miles Davis (1926–1991), and John Coltrane (1926–1967) were among the most significant figures in twentieth-century American music. Each of these three distinguished himself as an improviser, a leader, and a composer, and their highly influential accomplishments greatly expanded the range and scope of African-American creativity. Through film, readings, and intensive listening, we will survey the careers of these artists and assess their recorded works, which combine musical innovation, social relevance, deep feeling, and high intellectual content. This course assumes no musical background. *Students may register for either AFR 233 or MUS 233. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Students who have taken MUS 209 may not enroll for credit in MUS 233 and vice versa.

Distribution: Arts, Music, Theatre, Film, Video or Historical Studies

Semester: Spring Unit 1.0

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**AFR 234 Introduction to West Indian Literature**

*Cudjoe*

Survey of contemporary prose and poetry from the English-speaking West Indies. Special attention paid to the development of this literary tradition in a historical-cultural context and in light of the perspectives recent literary theories offer. Authors to include: V.S. Naipul, Derek Walcott, Wilson Harris, Jean Rhys, and others.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**AFR 235 Societies and Cultures of Africa**

**NOT OFFERED IN 2000–01.** The objective of this course is to provide students with an introduction to the richness, diversity and complexity of African societies and cultures while appreciating their unifying features. Topics to be discussed include forms of social organization, the importance to kinship and marriage systems, the centrality of religion, the position of women, urbanization and problems of development, democratization and political transformation, political instability and armed conflicts. In order to understand a people’s view of themselves and of their relationship to the outside world, an in-depth case study will be made of one ethnic group — the Yoruba of southwestern Nigeria.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**AFR 242 New World Afro-Atlantic Religions**

*Obeng*

With readings, documentary films, discussions, and lectures, this course will examine the complex spiritual beliefs and expressions of peoples of African descent in Brazil, Cuba, Haiti, Jamaica, and North America within the context of their socio-cultural and economic experiences. The course surveys African diasporic religions such as Candomble, Santeria, Voodoo, Myalism, Shango and Black American religion. Attention will be paid to how diasporic Africans practice religion for self-definition, community-building, socio-cultural critique, and for reshaping the religious and cultural landscapes of the Americas.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

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**AFR 251 Religion in Africa: An Introduction**  
*Obeng*

An examination of African experience and expression of religion. The course surveys African religions among the Akan of Ghana, Yoruba of Nigeria, Nuer of the Sudan, the Zulu of South Africa and the Bemazava-Sakalava of Madagascar. The course will focus on how gender, age, status, and cultural competence influence Africans' use of architecture, ritual, myth, dance, and music to communicate, elaborate on the cosmos, and organize their lives. Special attention will be paid to how, during the encounters between African religions, Islam, and Christianity, African deities and cultural media are sources of ethics, social critique, and self-definition.

Prerequisite: None  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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**AFR 262/ARTH 262 Interrogating Identity:  
African-American Artists 1860s-1990s**

**NOT OFFERED IN 2000-01.** A survey of visual production by North Americans of African descent from the 1860s to the present. The course will look at the various ways in which these artists have sought to develop an African-American presence in the visual arts over the last century and a half. What role does stylistic concern play, how are ideas of romanticism, modernism, and formalism incorporated into the work? In what ways do issues of postmodernism, feminism, and cultural nationalism impact the methods used to portray the cultural and political body that is African America?

Prerequisite: None. ARTH 101 strongly recommended.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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**AFR 266 Black Drama**

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** This course will examine 20th-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 60s and 70s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2001-02. Unit: 1.0

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**AFR 297 Medical Anthropology: A  
Comparative Study of Healing Systems**  
*Steady*

This course builds on a tradition of anthropology which examines alternative healing systems that attempt to treat the whole person as a physical, social and spiritual being and also to promote community participation and healing. It offers new perspectives on the biomedical model as it examines the socio-cultural context of the causation, diagnosis, prevention and cure of disease. Examples of healing systems will be from Third World countries, particularly in Africa, the Caribbean and Latin America, and from industrialized societies, particularly from African-American and indigenous communities in the United States. Examination will be made of healing systems which include divination, herbal medicine, folk medicine, faith healing and traditional healers. Topics to be studied include theories of disease causation; comparative histories of healing systems; the cultural management of pregnancy and childbirth; cultural approaches to aging and dying, and cultural approaches to prevention and self care. The course will also examine and analyze the global impact of the Women's Health Care Movement and the challenges to human health posed by advances in technology.

Prerequisite: None  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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**AFR 303/WOST 304 African Women and  
Activism**

**NOT OFFERED IN 2000-01.** An inquiry into African feminist activism and political organizing in Africa and in exile. Through close readings of creative and political works by African women from the 1940s to the present, we will chart the path of a movement. Based on the work of social scientists, historians, poets, novelists, playwrights, filmmakers and other activists, we will identify intersections, divergences and continuities in politics, vision and other commitments. Among the broader questions we will explore: What is Activism, theory and practice, and are African women doing it? How do women locate themselves and their work within the African Women's Movement and in the International Women's Movement? *Students may register for either AFR 303 or WOST 304. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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**AFR 305/SOC 305 African-American Feminism**

*Rollins*

An exploration of African-American feminist thought from the early 19th century to the present. Through an examination of the non-fiction writings of African-American women from Maria Stewart, Frances Harper, and Anna Julia Cooper to bell hooks, Pat Hill Collins, and Angela Davis, the course will explore African-American feminists' ideas on women's work, family roles, the relationship between feminism and Black nationalism, and the African-American conceptualization of womanhood. *Students may register for either AFR 305 or SOC 305. Credit will be given in the department in which the student is registered.*

Prerequisite: 230 or WOST 120 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**AFR 306 Urban Development and The Underclass: Comparative Case Studies**

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** Throughout the African diaspora, economic change has resulted in the migration of large numbers of people to urban centers. This course explores the causes and consequences of urban growth and development, with a special focus on the most disadvantaged in cities. The course will draw on examples from the United States, the Caribbean, South America, and Africa.

Prerequisite: Permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O. Offered 2001-02.

Unit: 1.0

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**AFR 310 Seminar. Black Literature**

*Wilson-Tagoe*

An examination of how the ideas and activities of Caribbean intellectual workers have shaped the intellectual landscape of their region. Some attention will be placed on the historical evolution of these ideas. Intellectual-activists to be studied include C. L. R. James, Aime Cesaire, Walter Rodney, Jean Price-Mars, Jose Marti, Eric Williams, Frantz Fanon and other such thinkers.

Prerequisite: Permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**AFR 315 Seminar. The Psychology of Race Relations**

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** Examination of the psychology of

prejudice and racism as they exist in American society. Exploration of the causes, development, expressions and consequences of prejudice and racism through experiential exercises, readings, group projects and discussions. Students will be encouraged to gain personal insight into the nature of prejudice-acquisition as well as to understand the theoretical complexity of its nature.

Prerequisite: Permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O. Offered in 2001-02.

Unit: 1.0

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**AFR 318 Seminar. African Women, Social Transformation and Empowerment**

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** Comparative analysis of the role of women in development with emphasis on the struggle within struggle—the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect women. Exploration of women's participation in political movements and ways to improve the status of women.

Prerequisite: Permission of the instructor

Distribution: Social and Behavioral Analysis

Semester: N/O. Offered in 2001-02.

Unit: 1.0

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**AFR 319 Pan-Africanism**

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** The historical efforts of African peoples all over the world to unite for their mutual advancement. Topics include 18th and 19th century emigrationist movements to Africa from the U.S., Brazil and the Caribbean; early African students in African-American schools; evangelical Pan-Africanism; the Pan-African Conference of 1900; Marcus Garvey; the Pan-African Congresses of W.E.B. DuBois; Communism and Pan-Africanism; the "romance" of Ethiopia; African influence in New World African culture; selected figures such as George Padmore, Kwame Nkrumah and others; recent developments.

Prerequisite: Open to juniors and seniors with a strong background in Africana Studies and by special permission to sophomores. Instructor's signature required.

Distribution: Historical Studies

Semester: N/O. Offered in 2001-02.

Unit: 1.0

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**AFR 335 Women Writers of the English-Speaking Caribbean**

**NOT OFFERED IN 2000-01.** An examination of the women writers of the English-speaking Caribbean, their contexts and contributions to West Indian literature. Special attention shall be given to their contributions to contemporary

feminist discourses. Readings include the writings of Rhys, Guy, Kincaid, Hodge, Nunez-Harrel, Allfrey, Shinebourne, Goodison and critical essays by these and other writers. This course will emphasize research techniques and independent projects.

Prerequisite: Open to juniors and seniors with a strong background in Africana Studies and by special permission to sophomores. Instructor's signature required.

Not open to students who have taken 235.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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#### **AFR 340 Seminar. Topics in African-American History**

*Martin*

**Topic for 2000–01:** Washington, Garvey and DuBois. Booker T. Washington, Marcus Garvey and W.E.B. DuBois are the three dominant figures in African American history in the first half of the twentieth century. Washington exerted more influence near the center of mainstream political power than any other African American of his generation. Garvey, the Black nationalist, organized and led the largest mass movement in African American history. DuBois was an intellectual giant in his time and the major exponent of integrationist protest politics. Each of the three men interacted with the other two, sometimes in very hostile fashion. Each represented a different approach to solving the race question in these United States. We will compare and contrast the ideologies and programs of these three great figures.

Prerequisite: Open to juniors and seniors with a strong background in Africana Studies and by permission of the instructor to sophomores.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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#### **AFR 341/SOC 341 Topics in Africana Social Science**

*Rollins*

**Topic for 2000–01.** Domestic Service in Cross Cultural Perspective. This course is a sociological examination of the occupation of domestic service in a number of locations in the world, including North America, Latin America, the Caribbean, Africa and Asia. Patterns that are common to the occupation regardless of location as well as aspects that are regionally distinct will be identified. Throughout the course, the relationship between the institution of domestic service and systems of stratification (class, race, ethnicity and gender) will be explored. *Students may register for either AFR 341 or SOC 341. Credit*

*will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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#### **AFR 344 Advanced Africana Seminar.**

**NOT OFFERED IN 2000–01.** This course examines through interdisciplinary approaches key texts that shape our understanding of Africana Studies. The major theories, ideas, issues and significant writings that shape Africana Studies will be examined. Consideration will also be given to approaches to Africana Studies, concepts of Afrocentrism, and how each text that is selected allows us to understand the discipline in a more critical manner. This seminar will be placed within the polycultural, multiracial and religiously plural landscapes of Africana people. Authors to be studied are Eric Williams, C.L.R. James, Walter Rodney, Cheikh Anta Diop, Ralph Ellison, Frantz Fanon, John Mbiti, V. Y. Mudimbe and Marcus Garvey.

Prerequisite: Two Grade II units or permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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#### **AFR 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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#### **AFR 350H Research or Individual Study**

Prerequisite: Open by permission

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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#### **AFR 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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#### **AFR 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### **Related Courses**

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Africana Studies departmental offerings.

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ARTH 241 Egyptian Art

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FREN 218 Negritude, Independences, Women's Issues: Francophone Literature in Context

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FREN 330 French and Francophone Studies

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HIST 263 South Africa in Historical Perspective

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HIST 264 History of Precolonial Africa

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HIST 265 History of Modern Africa

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HIST 266 The Struggle over North Africa, 1800–Present

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HIST 342 Women, Work and the Family in African History

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MUS 300 Major Seminar, Studies in History, Theory, Analysis, Special Topics  
(Topic must be approved by Africana Studies Department advisor)

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POLS 337 Seminar: Politics of Minority Groups in the United States

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SPAN 269 Caribbean Literature and Culture

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## Directions for Election

For students entering Wellesley in Fall 2000 and later: A major in Africana Studies requires nine units. An Africana Studies major will choose one of four possible tracks: Africa, the Caribbean, the United States, or a General Africana Studies track. All of the four tracks of study encompass the interdisciplinary approach of the department, while allowing students to focus on a particular area and gain expertise in one discipline. The first three courses of study focus on geographic areas; the fourth, designed in consultation with the student's advisor, allows the student to create a concentration on a particular salient aspect (e.g., Africana women or Africana arts) or issue (e.g., comparative race relations) in the Africana world.

It is strongly recommended that majors and minors take 105 before undertaking specialized courses of study. This course provides an overview of the discipline of Africana Studies, including its philosophical and historical foundations, and introduces students to its major fields of inquiry. It is also strongly recommended that students take 344 during the junior or, preferably, senior year. Of the nine units required for

an Africana Studies major, at least two must be at the 300 level and, ordinarily, not more than two may be taken outside the department.

*Africa:* This program of study is designed to provide students with an interdisciplinary and integrated understanding of the peoples of the African continent, from its ancient foundation through its current geopolitical situation. However, to insure students' breadth of knowledge of the Africana world, two courses which focus on a geographic area other than Africa are required. Six courses which focus on Africa are the cornerstone of this track: one course must be in History; one must be a Social Science (Economics, Political Science, Sociology, Anthropology or Psychology); one must be chosen from the Humanities (Literature, Art, Music, Philosophy, and Religion); and two should be chosen from a specific discipline. The following courses are appropriate for the Africa track:

History:	AFR 200, HIST 263, 264, 265, 266, 342
Social Science:	AFR 204, 205, 213, 223, 245, 306, 319, 341, [POL 209]
Humanities:	AFR 202, 207, 211, 222, 231, 232, 251, ARTH 241, FREN 218, 330

*The Caribbean:* This program of study also provides students with an interdisciplinary knowledge of a particular geographic area: the Caribbean — its history, peoples, culture, and significance in the world system. As with the other tracks, students focusing on the Caribbean are expected also to acquire some breadth of knowledge about the Africana world; thus, two courses focused on other areas are required. Of the five courses on the Caribbean, one must be a Humanities course; one must be a Social Science; one must be a History course; and two must be chosen from one discipline. (See the African track for the specific disciplines considered "Humanities" and "Social Sciences.") The following courses are appropriate for the Caribbean track:

History:	AFR 216, 319
Social Sciences:	AFR 245, 306, 341
Humanities:	AFR 207, 210, 310, 232, 234, 310, 335, SPAN 269, FREN 218, 330

*The United States:* As in the previous tracks, students who choose the United States should approach their study of African-America through many disciplines. The track requires five courses focusing on the United States: one in



History, one in Humanities, one in Social Science, and two in the discipline in which the student chooses to concentrate. (See the Africa track for the specific disciplines considered "Humanities" and "Social Sciences"). To insure students' breadth of knowledge of the Africana world, however, this track also requires two courses focused on one or more geographic areas other than the United States. The following courses are appropriate for the United States track:

History: AFR 206, 150, 319, 340

Social Sciences: AFR 203, 208, 214, 215, 217, 219, 220, 221, 225, 230, 305, 306, 315, POLS 337

Humanities: AFR 150, 201, 212, 222, 233, 262, 310, MUS 300

*General Africana Studies:* This track allows students to design a more eclectic concentration in Africana Studies or a concentration which cuts across geographic and discipline boundaries (e.g. Africana Women's Studies) or a discipline-focused concentration that is cross-cultural (e.g., Africana Arts). Students must have their programs of study approved by their advisors. This program should demonstrate the same geographic and disciplinary breadth as the previous three (i.e., at least two geographic regions must be represented in the courses chosen; and at least one History course, one Humanities, and one Social Science are required). Of the seven courses to be elected, at least three must be in one discipline.

For all tracks, students are encouraged to spend a period of time in geographically and academically appropriate situations. Students in the Africa and Caribbean tracks, especially, are strongly encouraged to consider Study Abroad programs in these geographic areas. Those focusing on the United States should consider spending a semester or year at an historically black college. Credit toward the major may be given for such experiences when appropriate.

A minor in Africana Studies will consist of five courses, including 105 and 344. (Students may be exempted from specific requirements by the department.) Minors are strongly encouraged to take courses on at least two geographic areas (e.g., the United States and the Caribbean) and in two or more disciplines. Minors are also encouraged to attend departmentally-sponsored extracurricular lectures, especially those (required of majors) that focus on methodology.

# American Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Cain (English)*

American Studies Advisory Committee: *Bedell (Art), Koderia (Religion), Rosenwald (English), Silbey (Sociology), Stettner (Political Science), Varon (History)*

The American Studies major seeks to understand the American experience through a multi-disciplinary program of study.

For students declaring the major before June 1, 1997, the requirements for the major are as follows: nine courses are required for a minimum major, including American Studies 101, two Grade III level courses, plus American Studies 317 or 318, the required integrative seminar. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. It is recommended that majors elect the integrative seminar in their junior or senior year.

For students declaring the major after June 1, 1997, the requirements for the major are as follows. Nine (9) unit courses are required for the major, at least six (6) of which should be taken at Wellesley College. These courses include American Studies 101, which should be completed before the end of the junior year; at least two courses in historical studies (HS); one course in literature (LL); one course in the arts (ARS); and one course from the following areas: social and behavioral analysis (SBA); epistemology and cognition (EC); or religion, ethics, and moral philosophy (REP). Students are also expected to take at least two Grade III level courses, one of which should be American Studies 317 or 318, taken in the junior or senior year. To ensure some concentration in a field of American society and culture, at least three courses should be elected in one department. In consultation with the director, a student also may choose to focus her concentration in an area or field, such as law, women, or Asian America, assembling her group of three or more courses in this topic from two or more departments. American Studies majors with an Asian-American concentration are encouraged to take courses that specifically address Asian-American issues, such as AMST 151, HIST 346, HIST 351, WOST 248, WOST 249.

Within this structure, students are encouraged to explore the diversity of American culture, and the many ways to interpret it. Most courses at

the College that are primarily American in content may be applied to the American Studies major. American Studies majors are encouraged to take as part of, or in addition to, their major courses, surveys of American history, literature, and art (for example, History 203/204, English 262/266, Art History 231/232) and a course on the American Constitution and political thought. In addition, students are urged to take one or more courses exploring the theory and methods of knowledge creation and production (for example, PHIL 314, 345, SOC 300/301, or QR 199).

Students eligible for honors work and considering doing a thesis during their senior year should plan to locate a thesis advisor, specify their project, and, if possible, begin work before the end of their junior year. Courses of study, and the possibility of honors work, should be discussed with the American Studies director.

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### AMST 101 Introduction to American Studies

*Fisher*

An examination of selected cultural, historical, literary, and political events, figures, and texts, to develop a functional vocabulary for further work in American Studies or related fields. Themes include: immigration, ethnicity, and pluralism; innovation and reform; "frontiers" and expansion; and the tension between collective and regional American identities.

Prerequisite: None. This course is required of American Studies majors and should be completed before the end of the junior year.

Distribution: None

Semester: Fall

Unit: 1.0

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### AMST 151 The Asian American Experience

*Kodera*

An interdisciplinary introduction to the study of Asian Americans, the fastest growing ethnic group in North America. Critical examination of different stages of their experience from the "coolie labor" and "yellow peril" to the "model minority" and struggles for identity; roots of Asian stereotypes; myth and reality of Asian women; prejudice against, among and by Asians; and Asian contribution to a more pluralistic, tolerant and just American society. Readings, films, lectures and discussions.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

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### AMST 317 Seminar. Advanced Topics in American Studies

*Stettner*

Topic for 2000-01: The Radical Tradition in America. It is sometimes argued that the United States has never developed a true radical tradition. In this seminar, we will test that proposition by examining various American writers who could be considered "radical." We will begin with the revolutionary writer, Thomas Paine, but the bulk of the seminar will concentrate on three later periods: the utopian writers of the early nineteenth century (including Robert Owen and Adin Ballou), American socialism of the early twentieth century (including political figures such as Eugene V. Debs and writers such as Walter Lippmann, W.E.B. DuBois, and Charlotte Perkins Gilman), and the New Left of the 1960s and 1970s. In each case, we will seek to understand the political theory and philosophical arguments of representative writers in the period, and will contrast their positions to "mainstream" thought at the time.

Prerequisite: None. Enrollment is limited and preference given to American Studies Majors.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

*Shetley*

Topic for 2001-02: Westerns and Weepers. Both westerns and sentimental women's pictures, "weepers," were staples of the Hollywood studio system for decades. Both count among the most well-established, popular, and long-lived of film genres. Yet these two modes of filmmaking seem at first diametrically opposed. The western is a quintessentially male genre, the weeper quintessentially female, both in terms of their protagonists and in the audiences for which they are intended. The western focuses on the world of nature and the public sphere, the weeper on the social world and domestic space. The western turns on action, the weeper on the representation of passive suffering. Westerns have been given serious critical attention since the first scholarly investigations of film, while weepers have until recently suffered from widespread critical disparagement. This course will explore these two genres as potent shapers and definers of our ideas about American society, about masculinity and femininity, and about the possibilities of moral action. Among the films that may be studied are: *Stagecoach*; *The Man Who Shot Liberty Valance*; *Red River*; *Shane*; *High Noon*; *Little Big Man*; *Unforgiven*; *Imitation of Life*; *Stella Dallas*; *Mildred Pierce*; *Letter from an Unknown*

*Woman; Now, Voyager; All About Eve, All that Heaven Allows.*

Prerequisite: None. Enrollment is limited and preference given to American Studies Majors.  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered 2001–02. Unit: 1.0

**AMST 318 Seminar. Advanced Topics in American Studies**

*Roses*

**Topic for 2000–01: Cultural Landscapes of Two Cities.** This course explores the dynamics of a unique cultural phenomenon emerging in the years between the two World Wars. This period is characterized by rapid urbanization, modernization, immigration restrictions, and changing race relations. Our inquiry will center on two pre-eminent American cities: New York and Boston. New York, a cultural magnet, witnessed an unforeseen flowering in literature and the arts, especially among African-Americans. At the same time Boston, famed for its heroic Abolitionists, Brahmin leaders, and centers of higher learning, became the site of new African-American cultural expressions distinct from those of New York. While probing cultural production and the social and political agendas of the era, we will take the opportunity to reflect on the relationship of African-Americans to other ethnic, racial, and religious groups in the two cities. Some authors we will encounter are Edith Wharton, Claude McKay, Langston Hughes, Eugene O'Neill, and Cleveland Amory. Our readings and methodologies will extend to the visual and performing dimensions of this intriguing interwar period.

Prerequisite: None. Enrollment is limited and preference given to American Studies majors.  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

*Silbey*

**Topic for 2001–02: History of American Legal Thought.** This course will examine the range of interpretations and philosophies of law prevalent in America from before the framing of the Constitution and the establishment of judicial supremacy, through the period of legal formalism at the end of the nineteenth century, to the various schools of twentieth-century legal theory: legal realism, sociological jurisprudence, legal process, critical legal studies, critical race-theory, and socio-legal studies. These forms of legal theory and interpretation will be studied in relation to movements of social thought and epistemology generally, and in connection to changes in

social relations. The course will draw upon work in a number of fields and disciplines, including literature, history, film, political science, and sociology,

Prerequisite: None. Enrollment is limited and preference given to American Studies Majors.  
Distribution: Social and Behavioral Analysis or Historical Studies  
Semester: N/O. Offered 2001–02 Unit: 1.0

**AMST 350 Research or Individual Study**

Prerequisite: Open by permission of the director to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**AMST 360 Senior Thesis Research**

Prerequisite: By permission of director. Students eligible for honors work and considering doing a thesis during their senior year should plan to locate a thesis advisor, specify their project, and aim to begin work before the end of their junior year. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**AMST 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**Related Courses**

The following is a list of courses that may be included in an American Studies major. If a student has a question about whether a course not listed here can count toward the major, or if she would like permission to focus her concentration on a topic studied in more than one department, she should consult the director.

**AFR 150 First- and Second-Year Student Colloquia.** Topic for 2001–02:  
Internationalization of Black Power

**AFR 201 The African-American Literary Tradition**

**AFR 203/SOC 203 Introduction to African-American Sociology**

**AFR 206 Introduction to African-American History, 1500 to the Present**

**AFR 208/SOC 206 Women in the Civil Rights Movement**

**AFR 212 Black Women Writers**

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AFR 215 Introduction to Afro-American Politics

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AFR 217 African-American Families

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AFR 219 Economic Issues in the African-American Community

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AFR 221 Public Policy and Afro-American Interests

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AFR 222 Blacks and Women in American Cinema

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AFR 224/MUS 209 A History of Jazz

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AFR 233/ MUS 233 Three Jazz Masters

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AFR 262/ARTH 262 Interrogating Identity: African-American Artists 1860s–1990s

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AFR 266 Black Drama

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AFR 305/SOC 305 African-American Feminism

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AFR 340 Seminar. Topics in African-American History. Topic for 2000–01: Washington, Garvey, and DuBois

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ANTH 235 Encounters

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ANTH 240 Identities and Culture

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ANTH 342 Seminar: Native American Ethnology

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ARTH 225 Modern Art Since 1945

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ARTH 230 Frank Lloyd Wright and the American Home

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ARTH 231 Architecture in North America to 1914

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ARTH 232 American Painting from the Puritans to World War II

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ARTH 260 North American Indian Art

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ARTH 262/AFR 262 Interrogating Identity: African-American Artists 1860s–1990s

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ARTH 320 Seminar. American Architecture

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ARTH 335/MUS 335 Seminar. Topic for 2000–01: Cold War Modern

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ARTH 340 Seminar. Topics in American Art

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ARTH 372 Methods and Masterpieces: American Art in the MFA, Boston

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ECON 204 U. S. Economic History

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ECON 215 Federal Tax Policy

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ECON 225 Urban Economics

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ECON 226 The Economics of Education and Welfare

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ECON 232 Health Economics

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ECON 329 Labor Economics

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EDUC 212 Seminar. History of American Education

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EDUC 214 Youth, Culture, and Student Activism in Twentieth-Century America

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EDUC 306 Seminar. Women, Education, and Work

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EDUC 312 Seminar. History of Child Rearing and the Family

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ENG 114 Race, Class, and Gender in Literature. Topic for 2000–01: Eros and the Poetics of Selfhood

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ENG 262 The American Renaissance

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ENG 266 Early Modern American Literature

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ENG 267 Late Modern and Contemporary American Literature

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ENG 268 Special Topics in American Literature. Topic for 2000–01: Contemporary Poetry

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ENG 286 New Literatures II: Lesbian and Gay Writing from Sappho to Stonewall

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ENG 320 Literary Cross-Currents. Topic for 2000–01: Robert Frost and Langston Hughes

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ENG 363 Advanced Studies in American Literature. Topic for 2000–01: Edith Wharton and Willa Cather

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ENG 364 Race and Ethnicity in American Literature. Topic for 2000–01: Gender and Ethnicity

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ENG 385 Advanced Studies in a Genre. Topic for 2000–01: Film Noir

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ENG 387 Authors. Topic for 2000–01: William Faulkner

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EXTD 126 The Maritime History of New England

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HIST 203 History of the United States, 1607 to 1877

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HIST 204 History of the United States, 1877 to 1976

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HIST 251 Continent in Crisis: The Revolutionary Transformation of North America

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HIST 252 Race and Ethnicity in Early America

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HIST 253 First Nations: An Introduction to Native American History

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HIST 255 American Environmental History

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HIST 256 Colonial North America, 1600–1763

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HIST 257 History of Women and Gender in America

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HIST 258 Freedom and Dissent in American History

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HIST 291 Marching Toward 1968: The Pivotal Year

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HIST 292 Sectionalism, The Civil War and Reconstruction

---

HIST 293 American Intellectual and Cultural History

---

HIST 294 Immigration in America

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HIST 296 The Cold War, 1945–1991

---

HIST 316 Authority and Authenticity in Native American History

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HIST 323 Seminar. The Vanishing American Eden, 1890–1920

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HIST 326 Seminar. American Jewish History

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HIST 345 Seminar. The American South. Topic for 2000–01: Southern Women's History

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HIST 346 China and America: The Evolution of a Troubled Relationship

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HIST 351 Seminar. Asian Settlement in North America, 1840 to the Present

---

HIST 353 Seminar. History of the American West

---

HIST 357 Seminar. History of American Popular Culture

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LANG 329 Native American Languages: History, Structure, and Prospects

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MUS 209/AFR 224 A History of Jazz

---

MUS 233/AFR 233 Three Jazz Masters

---

MUS 335/ARTH 335 Seminar. Topic for 2000–01: Cold War Modern

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PHIL 222 American Philosophy

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POL1 200 American Politics

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POL1 210 Political Participation and Influence

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POL1 212 Urban Politics

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POL1 215 Courts, Law, and Politics

---

POL1 311 The Supreme Court in American Politics

---

POL1 313 American Presidential Politics

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POL1 314 Congress and the Legislative Process

---

POL1 315 Public Policy and Analysis

---

POL1 316 Mass Media in American Democracy

---

POL1 318S Seminar. Conservatism and Liberalism in Contemporary American Politics

---

POL1 320S Seminar. Inequality and the Law

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POL1 333S Seminar. Ethics and Politics

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POL1 335S Seminar. The First Amendment

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POL1 337S Seminar. The Politics of Minority Groups in the United States

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POL3 321S Seminar. The United States in World Politics

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POL4 340 American Political Thought

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REL 218 Religion in America

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REL 220 Religious Themes in American Fiction

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REL 221 Catholic Studies

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REL 318 Seminar. Religion in Revolutionary America, 1734 to 1792

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SOC 103 Social Problems of Youth: An Introduction to Sociology

---

SOC 138 The Social Construction of Conformity and Deviance: An Introduction to Sociology

---

SOC 203/AFR 203 Introduction to African-American Sociology

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SOC 206/AFR 208 Women in the Civil Rights Movement

---

SOC 209 Social Inequality

---

SOC 212 Sociology and Demography of the Family

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SOC 215 Sociology of Popular Culture

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SOC 216 Sociology of Mass Media and Communication

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SOC 217 Power: Personal, Social, and Institutional Dimensions

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SOC 222 The Rich

---

SOC 305/AFR 305 African-American Feminism

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SOC 312 Sociology of Childhood

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SOC 317 Whitehead Seminar: Interrogating the Internet: Critical Perspectives on a New Medium

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SPAN 248 Exiles, Builders and Visionaries: Wellesley College and Spain, 125 Years of Synergy

---

SPAN 255 Chicano Literature: From the Chronicles to the Present

---

SPAN 287 Women in the Americas: Empowering Diversity

---

SPAN 305 Seminar. Hispanic Literature of the United States

---

WOST 108 The Social Construction of Gender

---

WOST 211 American Families

---

WOST 220 American Health Care History in Gender, Race, and Class Perspective

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WOST 222 Women in Contemporary American Society

---

WOST 248 Asian American Women Writers

---

WOST 249 Asian American Women in Film and Video

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WOST 305 Seminar. Representations of Women, Natives and Others: Race, Class and Gender

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WOST 311 Seminar. Family and Gender Studies: The Family, the State, and Social Policy

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# Department of Anthropology

Professor: Kohl, Merry (Chair)

Visiting Professor: G. Collier, J. Collier

Assistant Professor: Karakasidou<sup>A</sup>, Saenz

Visiting Assistant Professor: Leve

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## ANTH 104 Introduction to Cultural and Social Anthropology

Leve, Saenz

A comparative approach to the concept of culture and an analysis of how culture structures the worlds we live in. The course examines human societies from their tribal beginnings to the post-industrial age. We will consider the development of various types of social organizations and their significance based on family and kinship, economics, politics, and religion.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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## ANTH 204 Physical Anthropology

Kohl

The origin of humans as a sequence of events in the evolution of the primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the interrelationship between biological and socio-behavioral aspects of human evolution, such as the changing social role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens*.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite, and to first-year students with previous anthropological experience and by permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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## ANTH 205 Social Anthropology

**NOT OFFERED IN 2000–01.** An introduction to the comparative study of social organization with an emphasis on pre-industrial societies. Topics will include ecology and economy, kinship and marriage, order and authority, religion and art.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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## ANTH 206 Archaeology

Kohl

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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## ANTH 208 Archaeological Science

Lechtman (at MIT)

An introduction to scientific techniques used in contemporary archaeology. Using a case study format, faculty from the Boston-wide Center for Materials Research Archaeology and Ethnology (CMRAE) present different methods for studying such topics as reconstruction of ancient environments; dating techniques; assessing the diets of ancient populations; and sourcing artifacts through chemical and physical analyses.

Prerequisite: 1 year college-level physics or chemistry (or equivalent, see Instructor).

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

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## ANTH 210 Racism and Ethnic Conflict

**NOT OFFERED IN 2000–01.** A study of the anthropological approach to inequality and social conflict examining theories from Aristotle through Hobbes, Rousseau, Marx, Barth, and Foucault in the context of conflicts in South Africa, Japan, India, the African Sahel, Northern Ireland, the Balkans, and other world areas. Theories on the social construction of ethnic and racial differences, the role of competition for resources in generating conflicts, and notions of the discipline and surveillance of disenfranchised groups will receive particular attention.

Prerequisite: 104, or one unit in Sociology, Africana Studies, Political Science, or Economics, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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## ANTH 234 Urban Poverty: Contemporary Approaches to Inequality and Insurrection

**NOT OFFERED IN 2000–01.** An anthropological analysis of social stratification, poverty and insurrection in urban society in the U.S. and the

Third World. Review of the theory of inequality from Aristotle through Marx, Weber, and Foucault. A series of cases including the South Bronx, Belfast, Johannesburg, Los Angeles and Milan will be studied through a variety of narrative sources - biography, novel, ethnography and scholarly monograph. Current theory on discipline; punishment and control over bodily practices as they relate to urban poverty will be emphasized.

Prerequisite: 104, or one unit in Sociology, Political Science, Economics, or European History; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### ANTH 235 Encounters

*G. Collier*

This course considers how peoples' interactions reshape their identities in the present, their historical consciousness, and their legacies for the future. The course examines Iberian and Native American interaction in the conquest of the Americas as an initial stage of the expansion of Europe. It examines how the Euro-American encounter shaped identities of indigenous peoples while forging uniquely American identities of American-born Europeans (Creoles) and persons of mixed descent (Spanish, African, Amerindian). We consider how the meanings of encounters shifted from the Renaissance during the Enlightenment and under 19th-century liberalism, in the Atlantic systems of plantations and slavery, in the 20th-century world of work, and in the experience of immigrant populations in the USA.

Prerequisite: None  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### ANTH 236 The Ritual Process: Magic, Witchcraft and Religion

NOT OFFERED IN 2000-01. An exploration of anthropological approaches to the study of witchcraft, magic and ritual with emphasis on their social and cultural aspects in non-Western (Africa, New Guinea, Southeast Asia, and Native America) and Western societies. Discussion of the role of the ritual practitioner (shaman, sorcerer, priest), the efficacy of words and the power of ritual objects, the organization of sacred time and sacred space, and the connections between ritual, myth and belief. A fieldwork component will be an option, permitting the student an opportunity to observe and analyze a ritual event.

Prerequisite: 104 or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### ANTH 238 The Vulnerable Body: Anthropological Understandings

NOT OFFERED IN 2000-01. This course begins with the assumption that the human body is a unit upon which collective categories are engraved. These categories can vary from social values, to religious beliefs, to feelings of national belonging, to standards of sexuality and beauty. Readings in this course will concentrate around the classic and recent attempts in the social and historical sciences to develop ways of understanding this phenomenon of "embodiment." We will begin with an overview of what is considered to be the "construction" of the human body in various societies and investigate how the body has been observed, experienced, classified, modified, and, sacralized in different social formations.

Prerequisite: None  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### ANTH 240 Identities and Culture

*J. Collier*

This course explores how people have construed humankind, nature, and their place within the cosmos and society as groups and individuals. It focuses on four key themes in contemporary American notions of individual and group identity: labor, citizenship, body and soul, and reproduction. By contrasting our notions of personhood with those of people in other areas, particularly Melanesia and the Spanish world, and by exploring the emergence of questions and dilemmas regarding these aspects of personhood in Europe, we will consider the cultural and historical specificity of our ideas about identities. Our examination of a variety of expressions of self and community, articulated by people of different race, ethnicity, gender, and social class, will generate discussion about both the shared and divergent ideas and social practices through which the members of our society create, transform, and argue about their identities.

Prerequisites: None  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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### ANTH 241 Peoples and Cultures of South Asia

*Leve*

This course explores the diverse, complex societies and cultures of the subcontinent of South Asia. It will focus on contemporary issues such as

nationalism and ethnic conflict, gender and modernity, religion and the state, and shifting dynamics of hierarchy, inequality, and caste. These issues will be embedded in a broader analysis of the major cultures and religions of the region.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **ANTH 242 'Civilization' and 'Barbarism' during the Bronze Age, 3500-2000 BCE**

*Kohl*

A review of the earliest emergence of state-stratified societies in the Old World (Pharaonic Egypt, Mesopotamia, the Indus Valley, and Shang China) and their integration through trade, conflict, migrations and diffusions of technologies, particularly metal-working, with neighboring illiterate societies on their peripheries. The course concludes with a comparison with core-periphery relations in pre-Columbian Mesoamerica and Peru.

Prerequisite: None

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **ANTH 244 Societies and Cultures of the Middle East**

*Kohl*

An anthropological overview to the contemporary Middle East with a focus on Islam and neo-traditionalist movements; families, values and traditional social institutions and the emergence of national identities. Contemporary ethnic and international conflicts from an anthropological perspective.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### **ANTH 247 Societies and Cultures of Eurasia**

**NOT OFFERED IN 2000-01.** A survey of the non-Russian, largely non-European peoples of the former Soviet Union (particularly ethnic groups in Transcaucasia, Central Asia, and Siberia). The course will review how traditional cultures in these areas changed during the years of Soviet rule and will examine the problems they face today with newly-gained independence or greatly increased autonomy. Nationality policies of the former Soviet Union will be discussed with a particular emphasis on how they affect the current territorial disputes and conflicts among different ethnic groups (e.g., the undeclared war between Armenia and Azerbaijan

over the enclave of Nagorno-Karabagh).

Prerequisite: 104, or one unit in Political Science, Economics, Sociology, or History.

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **ANTH 249 South American Societies**

**NOT OFFERED IN 2000-01.** This course examines the local cultures of South American indigenous societies, agrarian communities, and aspects of urban life as the result of the long-term effects of colonialism: slavery, ethnocide, the destruction of the rainforest, the migration of rural peoples to cities, the marginalization of the poor, and the rise of a new middle class.

Prerequisite: 104 or 100-level Sociology, Spanish or Political Science course.

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **ANTH 250 Research or Individual Study**

Prerequisite: 104

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### **ANTH 250H Research or Individual Study**

Prerequisite: 104

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### **ANTH 254 Person, Self, Emotion**

**NOT OFFERED IN 2000-01.** How do cultures imagine what makes a human being "human"? This course examines how personhood, self, and emotion are conceived and constructed in different cultural contexts. By exploring language, ritual, symbols, narrative, political discourse, and disciplinary power as techniques through which persons, selves, and emotions are produced, we will interrogate how identity is experienced and made meaningful cross-culturally and in our own diverse and contradictory lives. Employs case studies from different parts of the world (including modern Euro-America), with particular emphasis on South Asia.

Prerequisites: 104, or two Grade II courses in any of the Social Sciences or History, or by permission of the instructor

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **ANTH 256 Current Issues in Archaeological Theory and Data Analysis**

**NOT OFFERED IN 2000-01.** A consideration of current theoretical issues in anthropological archaeology. The development of the concept of



prehistory is discussed historically, and cultural evolutionary models of the prehistoric past are presented through the development of cultural ecology and processual archaeology. Contemporary post-processual approaches, emphasizing human agency and subjectivity, are critically examined in terms of their suitability for the recovery and interpretation of archaeological data. Contrasting theoretical approaches are evaluated through the analysis of primary archaeological survey materials and utilization of relevant software programs.

Prerequisite: 104 or 206 or by permission of the instructor

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **ANTH 269 Anthropology of Gender, Marriage and the Family**

#### *Leve*

An examination of the variations in gender and family life globally. Comparisons of patterns of behavior and belief systems surrounding marriage, sexuality, parenthood, male and female power, and masculine and feminine temperament. Emphasis on the ways kinship and family life organize society and the ways gender is constructed in conjunction with other identities such as race, class and nationality. Discussion of the cultural context of male violence against women and women's rights as human rights.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **ANTH 270/REL 270 Pilgrimage: The Anthropology of Identity and the Sacred in World Religions**

#### *Saenz and Geller (Religion)*

An exploration of the anthropological, religious, archaeological and architectural dimensions of pilgrimage as both transformative and identity-shaping, and as a sacred journey to specific places with specific ritual requirements. An examination of selected pilgrimages, both ancient and modern, in Judaism, Christianity, Islam and Hinduism at sites in Africa, Asia, Europe, and the Americas. Special attention to the roles of women and the female divine, and to the city of Jerusalem as a place of pilgrimage for Jews, Christians, and Muslims.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **ANTH 271 Orientalizing Others: An Interdisciplinary Approach to Cultural Prejudices**

**NOT OFFERED IN 2000-01.** This course examines the images and representations that "Western" scholars, artists and journalists have created and disseminated concerning "other" non-Western cultures and societies. Students will critically examine recurrent but often subconscious portrayals of this sort in ethnography, films, history books, newspaper reports, and novels. It aspires to sensitize students not only to the roots of modern prejudices (such as cultural supremacy, nationalism, racism, sexism, etc.) but also to the ways in which their subtle expression finds its way into the ideology and world view of contemporary popular culture.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **ANTH 276 Variations in Social Life: The Ethnographic Perspective**

**NOT OFFERED IN 2000-01.** Ethnographic writing remains the anthropological medium of socio-cultural representation. In this course, students will critically read "classic" ethnographies and engage themselves in the recent debates concerning their validity and objectivity. We will become familiar with essential anthropological topics as they appear in ethnographies, such as: culture and nature; economics and exchange; social organization and the structuring of power; gender dominance and resistance; ethnicity, nationality and the state; ideology and consciousness; post-colonial movements and political identity; as well as the post-modernist approaches and interpretation.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **ANTH 301 Anthropological Theory**

#### *Leve*

This course introduces students to contemporary anthropology by tracing its historical development and its specific application in ethnographic writing. It examines the social context in which each selected model or "paradigm" took hold and the extent of cognitive sharing, by either intellectual borrowing or breakthrough. The development of contemporary theory will be examined both as internal to the discipline and as a response to changing intellectual climates and



social milieu. The course will focus on each theory in action, as the theoretical principles and methods apply to ethnographic case studies.

Prerequisite: Two Grade II units in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **ANTH 308 Seminar for Materials Research in Archaeology and Ethnology**

*Lechtman (at MIT)*

Seminar-laboratory subject offered at MIT by the Center for Materials Research in Archaeology and Ethnology. Role of materials and technologies in the development of ancient societies; major focus on scientific analysis of archaeological artifacts and ecofacts.

Prerequisite: Open by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.0

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### **ANTH 319 Nationalism, Politics, and the Use of the Remote Past**

**NOT OFFERED IN 2000–01.** This seminar critically examines the use of prehistory and antiquity for the construction of accounts of national origins, historical claims to specific territories, or the exaggerated contributions and abilities of specific peoples. The course begins with an examination of the phenomenon of nationalism and the historically recent emergence of contemporary nation-states. It then proceeds comparatively, selectively examining politically-motivated appropriations of the remote past that either were popular earlier in this century or have ongoing relevance for some of the ethnic conflicts raging throughout the world today. Particular reconstructions of national origins will be studied in depth, such as the Afrocentric model for the beginnings of the Western cultural tradition. The course will attempt to develop criteria for distinguishing credible and acceptable reconstructions of the past from those that are unbelievable and/or dangerous.

Prerequisite: One Grade II unit in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **ANTH 340 Gendered Violations**

**NOT OFFERED IN 2000–01.** This course joins an anthropological perspective on the construction of gender with an analysis of the forms of intervention which have developed to confront

and change gendered violations of women. The course will focus on domestic violence, sexual assault, and sexual harassment and their relationship to the cultural construction of masculinity and femininity in various cultural contexts. The course is experimental in combining social science research and analysis with questions about policy making and intervention into this problem, focusing particularly on the use of law and education.

Prerequisite: Two Grade II units in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **ANTH 341 The Zapatista Rebellion in Chiapas**

*G. Collier*

This course examines the background and the consequences of the Jan. 1, 1994 Zapatista uprising in southeastern Mexico. The course draws together resources for understanding the rebellion from anthropology, political science, economics, and literature, as well as from Prof. Collier's 40 years of research experience in Chiapas. The rebellion forged a coherent movement from several diverse strands of indigenous and peasant resistance to decades of repression. Important structural changes in Mexican politics and economy helped precipitate the uprising. Since 1994, the Zapatistas have used media, Internet, and other ties to Mexican and global civil society to circumvent military containment. They have contributed to new demands for indigenous rights and "autonomy," both within Mexico and more broadly.

Prerequisite: Two Grade II units in any of the following: Anthropology, Sociology, Latin American Studies, Political Science, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### **ANTH 342 Seminar: Native American Ethnology**

**NOT OFFERED IN 2000–01.** Selected topics concerning Native Americans today. Ethnographic review of North American cultures. Problems of tribal and urban Indian communities, ethnic conflicts, the impact of recession, sovereignty and legal questions. Native Americans in literature and art.

Prerequisite: 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or by permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**ANTH 346 Colonialism, Development, Nationalism and Gender**

**NOT OFFERED IN 2000–01.** Focus on the nature of development, colonialism and dependency and the implications of colonialism for the creation of the modern, postcolonial world. Topics related to an understanding of the impact of world capitalism on indigenous peoples will be covered, as well as globalization, nationalism, and the historical creation of ideas about race.

Prerequisite: Two Grade II units in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**ANTH 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**ANTH 350H Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**ANTH 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**ANTH 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**Related Courses**

*For Credit Toward the Major*

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**AFR 235 Societies and Cultures of Africa**

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**AFR 297 Medical Anthropology: A Comparative Study of Healing Systems**

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**ARTH 260 North American Indian Art**

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**LANG 114 Introduction to Linguistics**

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**PEAC 259 Peace and Conflict Resolution**

*Attention Called*

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**AFR 204 Third World Urbanization**

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**AFR 226 Seminar. Environmental Justice, Race and Sustainable Development**

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**AFR 318 Seminar. African Women, Social Transformation and Empowerment**

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**Directions for Election**

A **major in Anthropology** consists of a minimum of eight (8) units (which may include courses from MIT's anthropology offerings), of which at least one unit of I04 and 301 are required. In addition, at least one methodology course is strongly suggested. We recommend QR 199 Introduction to Social Science Data Analysis. Students may also elect other relevant statistics or calculus courses, depending on the particular need and interest of the student. Majors are encouraged to take other courses that have a cultural or multicultural focus, such as Cultural Psychology (PSYC 245).

A **minor in Anthropology** consists of five (5) units: 104, two 200-level courses, and two 300-level courses. Students minoring in Anthropology are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.

# Architecture

## AN INTERDEPARTMENTAL MAJOR

Director: Friedman<sup>A2</sup> (Art), Harvey<sup>A1</sup> (Art),  
Fergusson (Art) (Spring)

A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following Vitruvius' advice on the education of the architect, the program encourages students to familiarize themselves with a broad range of subjects in the humanities, sciences, and social sciences. Students may also elect courses in studio art, mathematics, and physics which lead to appreciation of the principles of design and the fundamental techniques of architecture.

Although courses at MIT are not required for the major, the MIT-Wellesley exchange provides a unique opportunity for students to elect advanced courses in design and construction. Students are also encouraged to consider travel or study abroad as important aspects of their education in architecture, and to take advantage of the wide resources of the College and the Department of Art in pursuing their projects.

Each student designs her program of study individually in consultation with the directors. Majors are required to take ARTH 100-101 and ARTS 105. In addition, four units of coursework above the Grade I level and two Grade III units of coursework must be taken in the Department of Art. At least three of these Art units (including one at Grade III level) must be taken at Wellesley College.

Students may include selections from the list below in their core programs.

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### ARCH 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### ARCH 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### ARCH 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

## History of Art

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ARTH 100 Introduction to the History of Art: Ancient and Medieval

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ARTH 101 Introduction to the History of Art: Renaissance to the Present

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ARTH 200 Architecture and Urban Form

---

ARTH 203 Cathedrals and Castles of the High Middle Ages

---

ARTH 223 The Decorative Arts

---

ARTH 228 Nineteenth- and Twentieth-Century Architecture

---

ARTH 229 Renaissance and Baroque Architecture

---

ARTH 230 Frank Lloyd Wright and the American Home

---

ARTH 231 Architecture in North America to 1914

---

ARTH 233 Domestic Architecture and Daily Life

---

ARTH 235 Landscape and Garden Architecture

---

ARTH 247 Islamic Art and Culture

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ARTH 309 Seminar. Problems in Architectural History

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ARTH 320 Seminar. American Architecture

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ARTH 340 Seminar. Topics in American Art

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## Studio Art

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ARTS 105 Drawing I

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ARTS 109 Basic Two Dimensional Design

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ARTS 113 Basic Three Dimensional Design

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ARTS 207 Sculpture I

---

ARTS 217 Life Drawing

---

ARTS 307 Sculpture II

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ARTS 314 Advanced Drawing

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## MIT

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4.101 Introduction to Architectural Design I

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4.104 Introduction to Architectural Design II

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4.125 Architectural Design: Level I  
(2 Wellesley units)

Prerequisite: 4.101 and 4.104

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4.126 Architectural Design: Level I  
(2 Wellesley units)

Prerequisite: 4.125

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4.401 Introduction to Building Technology

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## Mathematics

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MATH 115 Calculus I

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MATH 116 Calculus II

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MATH 205 Intermediate Calculus

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## Physics

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PHYS 104 Basic Concepts in Physics I with  
Laboratory

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PHYS 107 Introductory Physics I with  
Laboratory

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# Department of Art

Professor: *Armstrong, Carroll, Dorrien, Fergusson, Friedman<sup>A2</sup>, Harvey<sup>A1</sup>, Marvin<sup>A2</sup>, O'Gorman<sup>A</sup>, Rayen<sup>A2</sup>, Wallace<sup>A2</sup>*

Associate Professor: *Berman (Chair), Black<sup>A1</sup>, Higomet, Mekuria<sup>A2</sup>, McGibbon (Director, Studio Art), Spatz-Rabinowitz*

Assistant Professor: *Bedell, Liu, Oles, Ribner*

Visiting Assistant Professor: *Gallagher, Meng, Salzer, Slavick*

Visiting Instructor: *Berlekamp*

Senior Lecturer: *Rhodes*

Lecturer: *DeLorme*

The Department of Art offers majors in the History of Art, Architecture, and Studio Art as well as minors in the History of Art and Studio Art. It is also possible to double major in Studio Art and History of Art.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Wintersession, or summer.

Students with disabilities who will be taking art courses and need disability-related classroom or testing accommodations are encouraged to meet with the department Chair to make arrangements.

## History of Art

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ARTH 100 Introduction to the History of Art:  
Ancient and Medieval Art

### *Staff*

A foundation course in the history of art, part 1. From the ancient Egyptian pyramids to the Buddhist temples of India, from the mosques of Arabia to the Gothic cathedrals of Europe, the course introduces the visual cultures of the Ancient and Medieval worlds using key monuments and issues as the focus. Two lectures and one conference section per week. Conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Required course for all Art History, Architecture, and Studio Art majors who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0



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**ARTH 100/WRIT 125 04, 05 Introduction to the History of Art: Ancient and Medieval Art**  
*Bedell, Rhodes*

See description above for ARTH 100. Students in this section of ARTH 100 will attend the same twice-weekly lectures as the other ARTH 100 students, but their assignments will be different, and they will attend two special Writing 125 conferences each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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**ARTH 101 Introduction to the History of Art: Renaissance to the Present**  
*Staff*

A foundation course in the history of art, part 2. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Africa, and the Americas beginning with the Renaissance, using key issues and monuments as the focus of discussion. Two lectures and one conference section per week. Weekly conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Required course for all Art History, Architecture, and Studio Art majors who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

Prerequisite: 100 and 101 can be selected separately, but students are advised to elect 100 before 101.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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**ARTH 101/WRIT 125 04 Introduction to the History of Art: Renaissance to the Present**  
*Rhodes*

See description for ARTH 101 above. Students in this section of ARTH 101 will attend the same twice-weekly lectures as the other ARTH 101 students, but their assignments will be different, and they will attend two special Writing 125 conferences each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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**ARTH 200 Architecture and Urban Form**  
*Friedman*

**NOT OFFERED IN 2000–01.** An introduction to the study of architecture and the built environment.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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**ARTH 203 Cathedrals and Castles of the High Middle Ages**  
*Fergusson*

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention given to the interpretation and context of buildings and to their relationship to cult, political, and urban factors. Occasional conferences.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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**ARTH 211 African Art**

**NOT OFFERED IN 2000–01.** This course examines the royal arts of Africa. The course will seek at once to provide an overview of key themes in royal African art and to discuss in a critical way what these arts reveal about the nature of kingship generally. The diverse ways that African rulers have employed the secular and religious arts as well as architecture to define individual and state identity will be examined in the context of key traditions from West, Central, and Eastern Africa. Among the topics which will be discussed are palace architecture, royal regalia, statues prerogatives, women of the court, divine kingship, state cosmology, royal burial, enthronement ceremonies, dynastic history, and the importance of art in diplomacy and war.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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**ARTH 218 From van Eyck to Bruegel: Painting in the Netherlands in the Fifteenth and Sixteenth Centuries**

*Carroll*

Focusing on the works of Jan van Eyck, Hieronymus Bosch, and Peter Bruegel the Elder, this course surveys the development of devotional panel painting and the emergence of the independent genres of portraiture, landscape, and scenes from daily life. Of special interest will be the changing role of art in an era of momentous political and religious change, and the ways in



which that change is registered in the works of these “engaged” artists.

Prerequisite: None. 100 and 101 recommended.

Distribution: Arts, Music, Theater, Film, Video

Semester: Fall Unit: 1.0

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### ARTH 219 Nineteenth-Century Arts from the French Revolution to Impressionism

*Higonnet*

A lecture course on the history of art in Europe from 1789 to the 1890s. Beginning with the upheavals of the French Revolution and ending with the triumph of Impressionism, this course studies painting, sculpture, prints, and photography in their cultural context.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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### ARTH 220 Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

*Wallace*

A study of Italian and Spanish painting and sculpture from early Mannerism through the Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, and Velasquez.

Prerequisite: None. 100-101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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### ARTH 221 Court, City, and Country: Seventeenth-Century Dutch and Flemish Painting

*Carroll*

The course focuses on Flemish artists painting for the Baroque courts of Europe (Rubens and Van Dyck) and on Dutch artists painting during the Golden Age of the Dutch Republic (Rembrandt, Vermeer, Ruisdael).

Prerequisite: None. 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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### ARTH 223 The Decorative Arts

*DeLorme*

Topic for 2000–01: *Josephine and the Arts of the Empire*. No woman in history, perhaps, had ever been called upon to play a role as dramatic, rewarding, and (ultimately) heartbreaking as the Empress Josephine. As consort to Napoleon, she conducted her life to a counterpoint of brilliant military campaigns which changed the map and

culture of Europe. Napoleon's frequent absences left Josephine to preside alone over a court where she received European leaders and Napoleon's “aristocracy of merit.” This course considers Josephine as diplomat, arbiter of taste and culture, and as co-director of the arts of the Empire, France's last great historic style. Topics include history, personalities, architecture, gardens, art collections, painting, sculpture, porcelain, silver, fashion and jewelry. Field trips including day trip to New York. Although a lecture course, this class will participate in discussions. *This course fulfills the requirement for French Cultural Studies.*

Prerequisite: None. 101 is recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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### ARTH 224 Modern Art to 1945

*Berman*

A survey of modern art from the 1880s to World War II, examining the major movements of the historical avant-garde (such as Cubism, Expressionism, Dada, and Surrealism) as well as alternate practices. Painting, sculpture, photography, cinema and the functional arts will be discussed, and critical issues, including the art market, and gender, national, and cultural identities, will be examined.

Prerequisite: None. 100-101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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### ARTH 225 Modern Art Since 1945

*Berman*

NOT OFFERED IN 2000–01. A survey of art since World War II, examining painting, sculpture, photography, performance, video, film, conceptual practices, and the mass media.

Prerequisite: None. 100-101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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### ARTH 226 History of Photography: From Invention to Advertising Age

*Berman*

NOT OFFERED IN 2000–01. An introduction to the history of photography from the 1830s to the present.

Prerequisite: None. 100-101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 228 Nineteenth- and Twentieth-Century Architecture***Friedman*

A survey of the major movements in architecture in Europe and the United States from Neoclassicism to the present.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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**ARTH 229 Renaissance and Baroque Architecture**

**NOT OFFERED IN 2000–01.** A survey of building in Italy, Spain, France, and England from 1400 to 1800.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 230 Frank Lloyd Wright and the American Home***O’Gorman*

**NOT OFFERED IN 2000–01.** An investigation of Wright’s domestic architecture in its cultural and historical context.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 231 Architecture in North America to 1914***O’Gorman*

**NOT OFFERED IN 2000–01.** A survey of high-style building in the colonies and the United States from “city on a hill” to “City Beautiful.”

Prerequisite: 101, or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 232 American Painting from the Puritans to World War II***Bedell*

The study of American art has undergone radical transformations in the last decade. An explosion of recent scholarship has introduced new approaches, posed new questions, and proposed new answers. Looking at the works of artists such as John S. Copley, Winslow Homer, John S. Sargent, Mary Cassatt, Georgia O’Keeffe, and Jacob Lawrence, the course will draw on this new scholarship to examine issues such as the place of the artist in American society, the intersection of art and politics, and the role art plays

in establishing gender roles and social status. Field trips to area collections.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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**ARTH 233 Domestic Architecture and Daily Life***Friedman*

**NOT OFFERED IN 2000–01.** A survey of European and American houses, their design and use from the late Middle Ages to the present.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 234 Topics in Nineteenth-Century Art**  
*Higommet*

**NOT OFFERED IN 2000–01.**

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 235 Landscape and Garden Architecture***Fergusson*

A study of the major formal and ideological developments in landscape and garden architecture from the Renaissance to the present day, with particular emphasis on the nineteenth and twentieth centuries. Visits to local landscapes and gardens.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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**ARTH 238 Mexican Art and Architecture from the Maya to Today***Oles*

A survey of visual culture in Mexico from the ancient Maya to the urbanization and industrialization of the 1940s. Across this 3000 year spectrum of cultures, peoples, and historical events, we will examine one continuous thread: how art has been used to promote cultural or national identity. Issues to be addressed include official patronage of public art, the representation of power, the construction of race and gender, and the myths that have shaped, and continue to shape, “Mexican” identity.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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## ARTH 240 Asian Art

*Liu*

This course surveys the major artistic traditions of Asia from prehistory to the twentieth century. The focus will be on India, Southeast Asia, Korea, and Tibet, though China and Japan are included. It will study monuments with emphasis on the interaction of art and society, and especially how artistic creativity and style are tied to religious beliefs, philosophical/intellectual thoughts, social and political changes, geographical locations, and other historical contexts. Through lectures, discussions, workshops, and paper assignments, students and instructor will constantly explore the definition of Asian art. Trips to the Boston Museum of Fine Arts and the Harvard Sackler Museum.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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## ARTH 241 Egyptian Art

*Freed*

A survey of Egyptian and Nubian architecture, sculpture, painting, and minor arts from the Predynastic Period through Roman times (4,000 B.C. to AD 300). Emphasis will be placed on connoisseurship and objects. Several class meetings will take place in the Egyptian and Nubian galleries of the Museum of Fine Arts.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

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## ARTH 242 Life, Love and Art in Ancient Greece

*Marvin*

Greek art did more than just initiate the Western artistic tradition. It reflects a paradoxical society that prized freedom, inspired western democracy, invented philosophy, held slaves, degraded women, and practiced homosexual pederasty. We will look at the historical development of Greek sculpture and painting—what they meant to the people who made them, and to the later centuries that prized them. Repeated trips to the Boston Museum of Fine Arts.

Prerequisite: One unit of ARTH or CLCV

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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## ARTH 243 Roman Art

*Marvin*

**NOT OFFERED IN 2000–01.** From twisting alleys, bars, and brothels of the buried city of Pompeii to standing monuments like the Colosseum, the remains of Rome's cities disclose a world of extremes. Stretching from Britain to Egypt to southern Russia, the Roman Empire meant luxury and slavery, elegance and cruelty, portraits of individuals and monuments of mass propaganda. *Trips to the Boston Museum of Fine Arts and other museums.*

Prerequisite: None for sophomores, juniors, seniors.

First-years by permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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## ARTH 244 Arts of Ancient China: Neolithic to the T'ang Dynasty

**NOT OFFERED IN 2000–01.** This course will examine the cultural and aesthetic ideals of Chinese civilization as reflected in the plastic arts from the third millennium to the eighth century AD.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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## ARTH 247 Islamic Art and Culture

*Berlekamp*

**Topic for 2000–01: An Introduction to Islamic Painting, 1200–1700.** This course offers an introductory survey of Islamic painting from the time of the Mongol invasions to the age of the three great pre-modern Islamic Empires based in present-day Turkey, Iran and India.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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## ARTH 248 Chinese Painting

*Liu*

Chinese painting is the only tradition in world art that can rival European painting in the quantity and diversity of its output, the number of recorded artists of note, the complexity of aesthetic issues attached to it, and the sophistication of the written literature that accompanies it through the centuries. This course examines Chinese painting from prehistoric times to the early twentieth century. Issues of examination include the themes, styles, and functions of Chinese painting. Special attention will be given to patronage; the relationship of painting, calligraphy, and poetry; professionalism vs. amateurism; painting gender/gender in painting; and

the tension between tradition and modernity. The course will also be an introduction to traditional connoisseurship in Chinese painting. *Trips to the Boston Museum of Fine Arts and the Harvard Sackler Museum.*

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

**ARTH 249 Arts of Japan**

**NOT OFFERED IN 2000–01.** This course is a survey of the rich visual arts of Japan from the Neolithic period to the turn of the twentieth century, with emphasis on the sculpture and painting from the eleventh to the eighteenth century.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

**ARTH 250 Research or Individual Study**

Prerequisite: 100 and 101 or permission of the instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**ARTH 250H Research or Individual Study**

Prerequisite: 100 and 101 or permission of the instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**ARTH 251 Italian Renaissance Art, 1400–1520**

*Armstrong*

The major artists who created the Italian Renaissance style are considered in their cultural context. Topics include the formation of the Renaissance style in Florence soon after 1400 (Ghiberti, Masaccio, Donatello); functions of religious art (Fra Filippo Lippi); the revival of independent portraiture (Piero della Francesca; Verrocchio); the significance of subjects and forms based on Classical Antiquity (Andrea Mantegna; Botticelli); issues of patronage by the Medici family of Florence; and High Renaissance painting and sculpture in Florence, Rome and Venice (Leonardo da Vinci, Raphael, Michelangelo, Giorgione, Titian).

Prerequisite: None. 100 and 101 strongly recommended; or a course in Renaissance history or literature.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

**ARTH 252 Painting for Princes: Late Medieval Painting and Manuscript Illumination in Italy and France, 1250–1400**

*Armstrong*

The Late Medieval period in Europe witnessed an extraordinary flourishing of the arts largely dependent on aristocratic patronage. The elegance of French Late Gothic art and the new realism of the Italian painters, Giotto in Florence and Duccio in Siena, will be studied as two basic components of the style. Religious and secular mural paintings in Rome, Assisi, and Siena will be explored. Exquisite manuscripts illuminated for the French Kings and Royal Dukes (such as the *Tres Riches Heures* of the Duke of Berry) will be examined as documents of princely life and the new naturalism emergent in the Later Middle Ages. A session studying original medieval manuscripts in Clapp Library is planned.

Prerequisite: None. 100 or 202, or 203 strongly recommended; or a course in medieval history or literature strongly recommended.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

**ARTH 253 The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy**

*Armstrong*

**NOT OFFERED IN 2000–01.** A survey of manuscript illumination in Europe including sessions on selected Celtic, Carolingian, and Romanesque manuscripts, and emphasizing the magnificent decoration of French and Italian books in the Gothic and Early Renaissance periods.

Prerequisite: None. 100 strongly recommended.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

**ARTH 255 Twentieth-Century Chinese Art**

**NOT OFFERED IN 2000–01.** Chinese art in the socially and politically tumultuous 20th century which has witnessed the end of the more than two-millennia, imperial China, the founding of the Republic, the rise of the Peoples Republic, and the impact of the West. Thematic topics of examination will include: the encounters of the East and the West; the tensions of trauma; the interpretations of modernism and avant-garde; and the problems of globalization and national identity.

Prerequisite: 100 and 101 strongly recommended or by permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0



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**ARTH 260 North American Indian Art**

Wallace

**NOT OFFERED IN 2000–01.** A Survey of North American Indian art, artifacts, and building from the earliest Paleo-Indian arrivals to the present.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 261 Spanish Art**

Wallace

**Topic for 2000–01. Spanish Art.** Spanish painting, sculpture, and printmaking from El Greco through Goya. Other major artists studied will be Ribalta, Ribera, Velasquez, Zurburan, and Murillo.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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**ARTH 262/AFR 262 Interrogating Identity:  
African American Artists 1860's-1990's**

**NOT OFFERED IN 2000–01.** A survey of visual production by North Americans of African descent from the 1860s to the present. *Students may register for either ARTH 262 or AFR 262. Credit will be given in the department in which the student is registered.*

Prerequisite: None. 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 290/SOC 290 Propaganda and  
Persuasion in the Twentieth Century**

Berman

**NOT OFFERED IN 2000–01.** A comparative historical analysis of propaganda and strategies of persuasion in twentieth-century national and social movements, and in social institutions. *Students may register for either ARTH 290 or SOC 290. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Preference given to juniors and seniors. Students who have previously taken [EXTD 299] may not enroll in this course.

Distribution: Arts, Music, Theatre, Film, Video, or Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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**ARTH 299 Museum Education**

Fowler (Davis Museum and Cultural Center)

This course surveys the historical and philosophical foundations of American museums from the 1870s to the present in order to provide a context in which to consider critically the education-

al mission of the Davis Museum and Cultural Center. Lectures, class discussions, and outside readings examine the ethics and social politics of museums' roles in public service. Written and oral assignments on objects in the Museum enable students to apply their knowledge of art history and education theory to experiential learning in a museum setting. After successfully completing the course, students must attend Monday morning Docent Program meetings throughout the spring semester in order to receive 0.5 credit.

Prerequisite: ARTH 100 and 101 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Wintersession Unit: 0.5

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**ARTH 304 Seminar. Leonardo da Vinci and  
Michelangelo Buonarroti**

Armstrong

The Italian Renaissance artists Leonardo da Vinci (1452–1519) and Michelangelo Buonarroti (1475–1564) have often been cited as typical “Renaissance Men.” Leonardo is known for his supremely beautiful and mysterious paintings (*Mona Lisa*; *Virgin of the Rocks*), but is also famed for his drawings of engineering projects, human anatomy, urban design, and equestrian statues. Michelangelo was at ease as a sculptor (*David*; the *Pieta*) a painter (the *Sistine ceiling*), and an architect (*Medici chapel*; *St. Peter's, Rome*). He also wrote deeply moving poetry on religious and amorous topics. The seminar will investigate multiple facets of these geniuses' creations as well as some of the myths about their reputations as “Renaissance Men.”

Prerequisite: Open to students who have taken one unit in Medieval, Renaissance, or Baroque art, history, or literature; or who have taken two units in art history at the 200-level. Permission of instructor required.

File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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**ARTH 305 Seminar. The Graphic Arts**

Wallace

**NOT OFFERED IN 2000–01.** A history of prints and visual communication from the time of Gutenberg to the present.

Prerequisite: Open to sophomores, juniors and seniors who have had at least one 200-level art course involving the history of painting. Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 309 Seminar. Problems in Architectural History**

*Friedman*

**Topic for 2000–01.** Housing for the 21st Century. Using case studies, the seminar will assess the major innovations in American and European domestic architecture of the 20th century and consider their applicability to current challenges. New technologies in building, transportation, imaging and communication will be a particular focus of discussion.

Prerequisite: Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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**ARTH 312 Seminar. Topics in Nineteenth-Century Art**

*Higonnet*

**NOT OFFERED IN 2000–01.**

Prerequisite: ARTH 101 or permission of instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 320 Seminar. American Architecture**  
*O'Gorman*

**NOT OFFERED IN 2000–01.**

Prerequisite: Priority given to advanced Art, Architecture, and American Studies majors. Permission of instructor required. File application in the department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 330 Seminar. Renaissance Venice**

*Armstrong*

**NOT OFFERED IN 2000–01.** A study of the way Venetian Renaissance artists and architects glorified Venice as the center of a great spiritual, cultural, and political empire.

Prerequisite: Any 200-level course in Medieval, Renaissance, or Baroque art, history or literature; or two units of art history at the 200 level. Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 331 Seminar. The Art of Northern Europe**

*Carroll*

**Topic for 2000–01.** The Graphic Arts of Dürer and Rembrandt. An examination of the prints and drawings of Dürer and Rembrandt in the context of the broader history of the graphic arts

in Northern Europe. Emphasis will be placed on the study of original works of art, using the collections of Wellesley College and the Harvard University Art Museums.

Prerequisite: Open to all students who have taken 101, ARTS 212, or a course listed under Interdepartmental Major in Medieval/Renaissance Studies or by permission of the instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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**ARTH 334 Seminar. Issues in Ancient Art and Archaeology**

*Marvin*

**NOT OFFERED IN 2000–01.**

Prerequisite: Permission of instructor required. File application in the department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 335/MUS 335 Seminar. Problems in Modern Art**

*Berman, Brody (Music)*

**Topic for 2000–01: Cold War Modern.** This course examines the artistic avant-gardes in the U.S. in the decade following World War II. Co-taught by a composer and an art historian, it considers the intersection of Abstract expressionism and progressive music with national politics, and with notions of freedom, individuality, and gender and class relations from 1945 to 1960. The seminar will work closely with the Davis Museum collection and will travel to New York to visit the Village Vanguard and the Jackson Pollock exhibition at the Museum of Modern Art. *Students may register for either ARTH 335 or MUS 335. Credit will be given in the department in which the student is registered.*

Prerequisite: 225, MUS 209 or 213, or by permission of the instructors. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

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**ARTH 336 Seminar. Museum Issues**

**NOT OFFERED IN 2000–01.** An investigation of the history, theory and practice of museums.

Prerequisite: Permission of instructor required. File application in the department before pre-registration.

Preference given to junior and senior art majors.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

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**ARTH 337 Seminar. Topics in Chinese Painting**

*Liu*

**NOT OFFERED IN 2000-01.**

Prerequisite: Permission of the instructor is required.

File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit 1.0

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**ARTH 338 Seminar. Topics in Latin American Art**

*Oles*

Topic for 2000-01. Public Art in the Americas. In the 1920s, Mexico experienced an artistic renaissance in which public murals, the great art tradition uniting painting and architecture, played a key role. Then, in the 1930s, muralism became a fundamental part of the New Deal arts programs in the United States. This course explores both movements, and their interconnections, as well as issues of patronage and censorship. We will also examine subsequent mural movements in Latino communities in the US. Field trips to see murals by José Clemente Orozco and others.

Prerequisite: Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTH 340 Seminar. Topics in American Art**

*Fergusson*

Topic for 2000-01. The Architecture and Landscape of Wellesley College. For 125 years the architecture and landscape of Wellesley College have been acknowledged as masterpieces of campus design. The seminar will explore the roles of patrons and designers, and the resulting styles and intentions. Concentration on archival research and on the preparation of an exhibition in the Davis Museum at the end of the semester on the topic of the seminar. Some visits to comparable campuses.

Prerequisite: Open by permission of the instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**ARTH 341 Seminar. The Landscape Painting of China and Japan**

*Liu*

The landscape painting of China and Japan is among the great traditions of world art. What did it mean? How was it used? Why is landscape still a popular subject in modern Chinese and Japanese art? Following the development of

landscape painting from the early period to the twentieth century, the course will examine issues such as landscape and national development, ideology and power; landscape as representation of nature; landscape as images of the mind; and the tension of tradition and creativity in painting landscape. Comparisons will be made with Dutch, English, and American landscape painting to provide a global perspective.

Prerequisite: By permission of instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit 1.0

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**ARTH 345 Seminar. Methods of Art History**

**NOT OFFERED IN 2000-01.** A seminar on approaches to the understanding of visual art.

Prerequisite: Limited to juniors and seniors who have taken one 200-level unit in the department. Open by permission of the instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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**ARTH 347 Seminar. Islamic Art**

**NOT OFFERED IN 2000-01.**

Prerequisite: Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit 1.0

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**ARTH 350 Research or Individual Study**

Prerequisite: 100-101 or permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**ARTH 350H Research or Individual Study**

Prerequisite: 100-101 or permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**ARTH 360 Senior Thesis Research**

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**ARTH 364 Women Filmmakers: History and Theory of Subversion**

**NOT OFFERED IN 2000-01.** A survey of the history of women filmmakers, and the evolution of feminism and feminist film theory.

Prerequisite: One of the following courses: 224, 225, 226; or WOST 120 or 222; or by permission of instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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### ARTH 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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#### Boston Museum of Fine Arts Seminars

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts to students in Boston-area colleges and universities. These are held in the Museum and use objects from the collections for study. *Admission to Museum Seminars is by permission of the instructor at the Museum only. Call the instructor for information about the day and time of classes and application procedures as the class size is limited.*

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### ARTH 371 Medieval Sculpture in the MFA: Technique, Production, and the Cultural Market

*Dorothy Gillerman, Senior Lecturer in Art History, School of the Museum of Fine Arts (617-864-7077)*

Throughout the Middle Ages architectural sculpture, cult images, and devotional objects—executed in metal, wood, ivory, and stone—were produced for a variety of public and private settings. The seminar serves as the focus for an investigation of these matters and for individual studies that will combine an understanding of technique with research into means of production and the cultural market. Sessions in the Museum galleries and visits to studios at the School of the Museum of Fine Arts to see the methods and tools of artists working in metal and glass. *Enrollment limited to fourteen.*

Prerequisite: Required are a general familiarity with European art and culture and a reading knowledge of at least one of the following languages: French, German, Italian, or Spanish. Admission to Museum Seminars is by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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### ARTH 372 Methods and Masterpieces: American Art in the MFA, Boston

*Carol Troyen, Curator of Paintings, Art of the Americas (617-369-3405)*

*Gerald W. R. Ward, Katharine Lane Weems Curator of Decorative Arts and Sculpture, Art of the Americas (617-369-3217)*

This seminar will be dedicated to the detailed examination of a pair of major objects in the Museum's collections of American art. The pairs—a painting and a work of decorative arts or sculpture of roughly the same period—will be

employed both to present a survey of American art up to 1925 and to introduce a variety of methods useful for the study of objects. Pairs may illuminate qualities of a period style (for example, a Copley painting and a contemporaneous Boston desk and bookcase) or the coexistence of contrasting styles (for example, and arts and crafts bed and a modernist painting). Biographical information, the role of the object in social and cultural history, and questions of condition and patronage will also be used to interpret these pairs of objects as works of art and as document of history and material culture. *Limited to fourteen.*

Prerequisite: A previous survey of American art is highly recommended. Admission to Museum Seminars is by permission of the instructors.

Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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### ARTH 373 Digging Deeper at the MFA: Directed Study of the Classical Collection

*Pamela J. Russell, Coordinator of Interpretive Resources, Department of Education and Public Programs (617-369-3292)*

This seminar begins with an overview of the collections of classical art at the Museum of Fine Arts through several introductory gallery sessions. The seminar participants will then select an object or group of objects for in-depth research, which will be directed by the instructor. Objects selected will provide a good opportunity for significant new contributions to the understanding of classical antiquity. The goal of the seminar will be for each student to prepare a short, scholarly research paper suitable for presentation at an academic conference or for publication as a note in a journal. *Enrollment limited to ten.*

Prerequisite: An introductory survey of classical art is required. Admission to Museum Seminars is by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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### ARTH 374 Art and Afterlife in Ancient Egypt

*Denise Doxey, Assistant Curator, Ancient Egyptian, Nubian, and Near Eastern Art—Art of the Ancient World (617-369-3328)*

Much of ancient Egyptian art was created to serve ritual or symbolic purposes. Among the most important of these was facilitating the passage of the deceased into the afterlife. Hence, both kings and well-to-do commoners were laid to rest in tombs decorated with elaborately planned and executed scenes rich in religious symbolism. They were accompanied to these

final resting places by some of the finest and most characteristic works of Egyptian art—reliefs, statuary, coffins, shrines, sarcophagi, masks, painted papyri, amulets, and figurines. This seminar will examine Egyptian art in the context of mortuary beliefs and practices and will explore the function and meaning of individual works of art as aids in guiding both royal and non-royal Egyptians to eternal life. *Enrollment limited to fifteen.*

Prerequisite: Admission to Museum Seminars is by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

## Related Courses

### *For Credit Toward the Major*

A maximum of two of these courses may be counted toward the minimum major or minor.

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AFR 207 Images of Africana People through the Cinema

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AFR 222 Blacks and Women in American Cinema

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ANTH 308 Seminar for Materials Research in Archaeology and Ethnology

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CHIN 243 Chinese Cinema (in English)

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CAMS 231 Film as Art

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FREN 230 Paris: City of Light

---

FREN 240 Images of Women in French Film

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FREN 314 Cinema

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GER 244/344 German Cinema 1919–1945 (in English)

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GER 246/346 History and Memory in New German Cinema (in English)

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GER 298 Turn of the Century Vienna: Encountering the Arts

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ITAL 249 The Cinema of Transgression (in English)

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ITAL 261/361 Italian Cinema (in English)

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PHIL 203 Philosophy of Art

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RUSS 255 Seven Decades of Soviet Russian Cinema

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SOC 216 Sociology of Mass Media and Communications

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SOC 290 Propaganda and Persuasion in the Twentieth Century

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SPAN 265 Introduction to Latin American Cinema

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SPAN 315 Seminar: Luis Buñuel and the Search for Freedom and Morality

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WOST 249 Asian American Women in Film and Video

## Studio Art

Studio art courses generally meet twice a week for double periods or once a week for longer. A student registered for a studio art course must attend the first class meeting in order to retain her spot in the course. Due to the hands-on nature of studio-based instruction, enrollments must be limited. Note that some courses require students to file an application in the art department before preregistration.

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### ARTS 105 Drawing I

*Slavik, Meng*

An introduction to the fundamentals of drawing with attention to the articulation of line, shape, form, gesture, perspective and value. Studio work introduces a range of traditional drawing tools and observational methods while exploring a variety of approaches to image making and visual expression. In-class drawing exercises and weekly homework assignments address a range of subjects with brief attention given to the human figure.

Prerequisite: None. Open to all non-seniors. Seniors must obtain permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

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### ARTS 106 Introduction to Chinese Painting

*Meng*

This course will introduce students to the techniques of traditional Chinese Painting. The course will also consider the theoretical and aesthetic principles associated with brushstrokes, composition, and the use of ink and colors. Students will be introduced to Chinese Calligraphy and the three major categories of Chinese painting: flower and bird; mountain and river; and figure painting. Students will work in



various techniques and compose their own paintings in the Chinese fashion.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

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### ARTS 107 Book Arts Studio

*Rogers, McCannless (Wellesley College Library)*

In an interactive setting, students will survey the history of the book, including the means of production and role of the book in society, and gain hands-on experience in making books, with an emphasis on the creative possibilities of historical craft and contemporary art. The first hour of each session is a lecture on the history of the book, using examples from Wellesley's Special Collections. In the Library's Book Arts Lab, students will learn to set type by hand and print on hand presses. Through a collaborative class project which will involve use of the Knapp Media Center, students will explore the possibilities of combining text, image, color, and binding format to create a finished book. Occasional special workshops may be offered in illustration techniques, paper decoration or bookbinding. Enrollment limited to 12 students.

Prerequisite: Permission of the instructors required.

File Application in Art Department or Special Collections, 4th floor, Clapp Library before pre-registration.

Distribution: None. Credit/non only

Semester: Fall

Unit: 0.5

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### ARTS 108 Photography I

*Black, Staff*

Photography as a means of visual communication. Emphasis on learning basic black-and-white technique of camera and darkroom operation and on critical analysis of photographs. Problems dealing with technical, design and aesthetic issues of image-making.

Prerequisite: Preference given to non-seniors, Art Department majors and minors. Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

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### ARTS 109 Basic Two Dimensional Design

*Spatz-Rabinowitz, Slavick, Staff*

This studio course considers the basic elements of design (i.e. line, shape, space, value, color) to examine the fundamental issues behind composing an image. Studio projects emphasize formal problem solving skills as a means of achieving more effective visual communication. Weekly assignments are given in a variety of media.

Suggested for those students interested in pursuing any type of two-dimensional or digital media.

Prerequisite: None. Open to all non-seniors. Seniors must obtain permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

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### ARTS 113 Basic Three Dimensional Design

*Dorrien, Staff*

Introduction to three-dimensional design issues stressing various formal and spatial concepts related to sculpture, architecture, installation and product design. A wide range of materials will be handled in completing several preliminary problems as well as constructing a final project.

Prerequisite: None. Open to all non-seniors. Seniors must obtain permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

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### ARTS 165 Introduction to Video Production

*Mekuria (Fall), Salzer (Spring)*

Introduction to the principles of video production with emphasis on developing basic skills of recording with a video camera, scripting, directing and editing short videos.

Prerequisite: Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

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### ARTS 204 Painting Techniques

*Spatz-Rabinowitz*

**NOT OFFERED IN 2000-2001.** A survey of significant techniques and materials related to the history of Western painting. Students will work with gold leaf, egg tempera, Venetian oil technique, direct oil technique, acrylic, encaustic, and pastel. Emphasis is on the technical aspects of these media and their role in stylistic change. Studio art majors as well as art history majors are encouraged to enroll. *Studio fee of \$50.*

Prerequisite: None. Preference given to Art Department majors and minors. Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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### ARTS 207 Sculpture I

*Dorrien*

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, stone and metals, with an introduction to basic foundry processes. Work from the figure, with



direct visual observation of the model, will be emphasized. *Studio fee of \$50.*

Prerequisite: 105 or 113 or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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### ARTS 208 Photography II

*Black*

Strong emphasis on development of personal photographic vision. Exposure to use of various camera formats and lighting equipment. Exploration of film developing processes and printing techniques. Weekly critiques of students' work.

Prerequisite: 108 or permission of instructor.  
Preference given to Art Department majors and minors.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

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### ARTS 210 Color

*Rayen*

This course will attempt to demystify the study of color. Working with colored papers and collage we will explore the characteristics and potentials of color through careful observation and comparison. In a series of interrelated exercises we will examine and define hue, value and intensity and the ways in which colors interact. Emphasis is on cumulative studies through which the student will devise a visual vocabulary, balancing an intellectual experience with the intuitive experiment.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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### ARTS 212 Introductory Printmaking

*McGibbon*

An exploration of the major concepts and traditional methods of printmaking, including relief, lithography, intaglio, and monoprinting. Emphasis put towards the development of creative problem solving skills through the use of printmaking tools and techniques. Class activities include considerable hands-on investigation, in-progress discussion and collaborative interaction. Each student participates in a print exchange portfolio, in addition to completing individual assignments. *Studio Fee of \$35.*

Prerequisite: 105 or 109 or by portfolio review.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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### ARTS 214 Electronic Imaging

*Ribner*

Students will be introduced to the basic skills required to use the computer as an art-making tool, and will examine the impact of the computer on art and artists. Traditional art media (photography, drawing, collage, and printmaking) will be used as a foundation and as reference points. There will also be the opportunity to mix traditional and electronic media in final projects. *Studio fee of \$35.*

Prerequisite: 105 or 108 or 109 or 210. Permission of instructor required. File application in department before pre-registration. Preference will be given to Studio Art majors and minors.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

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### ARTS 215/CS 215 The Art and Science of Multimedia

*Ribner, Metaxas (Computer Science)*

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating the collaboration of fields that had been unrelated until recently. Team-taught by faculty of both the Art and Computer Science Departments, this course will cover a wide list of topics including: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the WWW; media selection; editing. In addition to scheduled assignments and homework, students are expected to produce a professional-level multimedia project that will be published on CD-ROM. *Students may register for either ARTS 215 or CS 215. Credit will be given in the department in which the student is registered.*

Prerequisite: By permission of the instructors. File application in Art Department or on-line in CS department (<http://www.wellesley.edu/CS/courses/CS215/applic215.html>) before pre-registration. At least one CS course (CS 110 or CS 111) and one ARTS course (ARTS 109, ARTS 105, or ARTS 108) are required. CS 111 and ARTS 214 strongly recommended.  
Distribution: Arts, Music, Theatre, Film, Video or Mathematical Modeling  
Semester: Spring Unit: 1.0

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### ARTS 217 Life Drawing

*Harvey*

Understanding the human figure by direct observation of and drawing from the model. A highly structured approach with emphasis on finding a balance between gestural response and careful measurement. Rigorous in-class drawings as well as homework assignments. Dry and wet media as

well as work on a variety of scales. Recommended for architecture majors as well as studio art students who intend to do further work from the figure.

Prerequisite: 105  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

**ARTS 218 Introductory Painting**

*Rayen, Spatz-Rabinowitz*

A study of basic forms in plastic relationships, emphasizing direct observation in a variety of media.

Prerequisite: 105 or 109 or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit: 1.0

**ARTS 250 Research or Individual Study**

Prerequisite: Open to qualified students by permission of instructor and department chair.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**ARTS 250H Research or Individual Study**

Prerequisite: Open to qualified students by permission of instructor and department chair.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**ARTS 265 Intermediate Video Production**

*Mekuria*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Designed to explore the techniques and styles of producing documentary videos. We will survey current issues surrounding objectivity and representation as it concerns the documentary form. Strong emphasis on story telling. Special focus on lighting, sound recording, and editing. We will screen and analyze various styles of documentary films. Final projects will be short documentaries.

Prerequisite: 165 or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2001–02. Unit: 1.0

**ARTS 307 Sculpture II**

*Dorrien*

Continuation on a more advanced level of sculptural issues raised in Sculpture I. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving. *Studio fee of \$50.*

Prerequisite: 207 or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

**ARTS 308 Photography III**

*Black*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Continued exploration of issues generated by student work. Strong emphasis on theoretical readings, gallery visits, guest artists, group discussion and historical research. Continued research of photographic techniques to solve visual problems that arise from the work presented.

Prerequisite: 108, 208, and either 105 or 109 or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2001–02. Unit: 1.0

**ARTS 314 Advanced Drawing**

*Gallagher*

Further exploration of drawing techniques, materials, and concepts. Exercises will focus on form development, structure, space, surface texture, and abstraction. Emphasis on developing personal imagery during the last part of the semester.

Prerequisite: 105 and either 109, 217, 218 or permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

**ARTS 315 Problems in Advanced Painting**

*Harvey*

Each student will spend time exploring further the issues of color, composition, paint handling, and subject matter. In addition, students will be required to establish and develop personal imagery and an individual vocabulary.

Prerequisite: 315 and 321 are complementary courses and may be taken in any order following the completion of 218 or its equivalent.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 1.0

**ARTS 317 Seminar. Problems in the Visual Arts**

*Spatz-Rabinowitz*

**Topic for 2000–01: SITEwork.** An intermedia seminar designed to bring together advanced students with experience in a variety of studio based disciplines. Assigned work, readings, discussions and visiting artist events will consider the notion of “site” in contemporary art practice. Special attention will be put towards the practical and theoretical issues raised by creating and documenting works in response to a specific context. Among other projects, students will create and install work in the Jewett

Arts Center Galleries. Recommended for juniors and seniors concentrating in studio art, media arts and/or architecture.

Prerequisite: File application in the department before preregistration. ARTS 105 and at least two other studio courses required, or portfolio review.

Distribution: Arts, Music, Theater, Film, Video  
Semester: Fall Unit 1.0

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**ARTS 322 Advanced Printmaking**

*McGibbon*

Designed for students interested in strengthening their knowledge of traditional print processes while expanding their visual and conceptual approaches to image making. Experimentation with interdisciplinary uses of the printed image, including handmade books, installed works and collaborative exchanges. Course work will explore issues of photomechanical reproduction, and the role of multiplicity and seriality in contemporary art. Some projects may incorporate photo and digital print processes in combination with more autographic working methods. Each student will be expected to develop an individual body of work utilizing one or more of the print-making media. *Studio fee of \$35.*

Prerequisite: 212 or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit 1.0

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**ARTS 350 Research or Individual Study**

Prerequisite: 200-level work in the field and permission of instructor  
Distribution: None  
Semester: Fall, Spring Unit 1.0

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**ARTS 350H Research or Individual Study**

Prerequisite: 200 level work in the field and permission of instructor  
Distribution: None  
Semester: Fall, Spring Unit 0.5

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**ARTS 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit 1.0

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**ARTS 365 Advanced Video Production**

*Mekuria*

An intensive course in story development, writing screenplay, directing actors and technical crew and producing short, dramatic or mixed-genre videos. Rigorous work on advanced camera operation, lighting, sound recording and editing techniques. We will screen and analyze short films and sample screenplays. Course requires

strong organizational and directorial aptitude. The final projects will be short, narrative or mixed-genre videos.

Prerequisite: 165, 265, or permission of instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit 1.0

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**ARTS 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit 1.0

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**Applied Arts Program**

In addition to the regular studio art curriculum, a separately funded program allows the Art Department to offer a series of short, non-credit workshops with visiting artist instructors. These workshops vary throughout the year, but often address studio topics such as ceramics, paper-making, book arts, calligraphy, woodworking and glass. These workshops are non-credit and open to all students without prerequisite. Upcoming workshops are announced throughout the year and sign up sheets are posted in the art department.

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**Directions for Election**

Note: For the purposes of meeting the "18 units" requirement (Articles of Legislation, Book II, Article I, Section 8, A), Art History and Studio Art are considered separate departments. Courses in Studio Art are counted as units "outside the department" for Art History majors. Courses in Art History are counted as courses "outside the department" for Studio Art majors.

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**History of Art**

I. A major in the History of Art in the classes of 2000 and 2001 must elect:

A. ARTH 100 and 101. Exemption from this requirement is possible only for students who achieve a grade of 5 on the Advanced Placement Art History examination or pass an exemption examination arranged by the department chair. A student who takes ARTH 100 and 101 will lose her AP/Art credit.

B. One of the following courses in Studio Art: ARTS 105, 108, 109, 113, 204, 210.

C. A minimum of five further units in History of Art to make a total of eight units, which must include distribution requirements. At least two of these must be 300 level courses.

For distribution, a student must elect at least one unit in three of the following six areas of specialization: Ancient, Medieval,

Renaissance, Baroque (seventeenth and eighteenth centuries), Modern (nineteenth and twentieth centuries), non-Western Art. ARTH 222 and 229 may count as Renaissance or Baroque. Among the three areas elected, one must be either before 1400 AD/CE or outside the tradition of Western art. Normally, ARTH 223, 233, 235, 305 and 345 may not be used to meet this distribution requirement.

Students may count only one cross-listed course to the minimum major. If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement. No more than one unit of 350 credit may be counted towards the minimum major. Ordinarily, no more than three units of transfer credit (one Studio, two Art History) may be counted toward the minimum major. Once a student has enrolled at Wellesley, courses from two-year colleges will not be credited to the major.

Although the department does not encourage over-specialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area. Students interested in such a plan should consult the department as early as possible.

ARTH 345 is strongly recommended for those considering graduate study in History of Art. Art majors are also encouraged to take courses in the language, culture, and history of the areas associated with their specific fields of interest.

Graduate programs in the History of Western Art require degree candidates to pass exams in French and German. Graduate programs in the History of Asian Art require Chinese and/or Japanese.

Students interested in graduate study in the field of art conservation should consult with the department chair regarding requirements for entrance into conservation programs. Ordinarily college-level chemistry through organic should be elected, and a strong studio art background is required.

**II. Beginning with the class of 2002 a major in the History of Art must elect:**

A. ARTH 100 and 101. Exemption from this requirement is possible only for students who achieve a grade of 5 on the Advanced Placement Art History examination or pass an exemption examination arranged by the department chair. A student who takes ARTH 100 and 101 will lose her AP/Art credit.

B. One of the following courses in Studio Art: ARTS 105, 108, 109, 113, 165, 204, 210.

C. A minimum of six further units in History of

Art to make a total of nine units, which must include distribution requirements. At least two of these must be at the 300 level.

For distribution, a student must elect at least one unit in four of the following six areas of specialization: Ancient, Medieval, Renaissance, Baroque (seventeenth and eighteenth centuries), Modern (nineteenth and twentieth centuries), art outside the European tradition. Among the four areas elected, one must be outside the European tradition, and two must be before 1800 AD/CE. Normally, ARTH 223, 233, 235, 305 and 345 may not be used to meet this distribution requirement.

Students may count only one cross-listed course towards the minimum major, and no more than one unit of 350 credit may be counted towards the minimum major. If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement. Ordinarily, no more than three units of transfer credit (one Studio, two Art History) may be counted toward the minimum major. Once a student has enrolled at Wellesley, courses from two-year colleges will not be credited to the major.

Although the department does not encourage over-specialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area. Students interested in such a plan should consult the department as early as possible.

ARTH 345 is strongly recommended for those considering graduate study in History of Art. Art majors are also encouraged to take courses in the language, culture, and history of the area associated with their specific fields of interest.

Graduate programs in the History of Western Art require degree candidates to pass exams in French and German. Graduate programs in the History of Asian Art require Chinese and/or Japanese.

Students interested in graduate study in the field of art conservation should consult with the department chair regarding requirements for entrance into conservation programs. Ordinarily college-level chemistry through organic should be elected, and a strong studio art background is required.

**A History of Art Minor (6 units) consists of:**

(A) ARTH 100 and 101; and (B) four additional units about the 100 level with at least two at the 300 level; maximum one unit of 350. Of the four units above the 100 level, three shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. The



fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American Art.

For the minor, at least four units for credit in Art History must be taken in the Art Department, and only one cross-listed course may be counted towards the minor.

The attention of students is called to the interdepartmental major in Architecture, in Classical and Near Eastern Archaeology, and in Medieval/Renaissance Studies and American Studies.

### Studio Art

A major in Studio Art must elect:

A. ARTH 100 and 101 (unless exempted with a grade of 5 on the Advanced Placement Art History Examination).

B. ARTS 105, and any two of the following : ARTS 108, 109, or 113

C. A minimum of two units of studio courses at the 200 level.

D. A minimum of two units of studio courses at the 300 level.

The Studio Art minor (6 units) consists of ARTS 105, one unit of either 109, 113, or 210, plus four additional units in studio art, one of which is at the 300 level (250's and 350's excluded).

Prospective studio majors and minors are strongly encouraged to elect 100 level art courses (including ARTH 100 and 101) during their first two years at Wellesley, in order to establish a solid visual foundation and a broad understanding of the field. Studio art majors intending to study abroad should make a special effort to complete all 100 level requirements for the major prior to leaving campus during the junior year. Normally, no more than three units of transfer credit (two in Studio Art, one in Art History) may be applied towards the minimum requirements of the major or minor. Students interested in pursuing graduate or professional work in the studio arts should elect additional course work in Art History and cultural studies as well as studio art whenever possible, especially in courses that address Twentieth-Century art and culture. Since contemporary art often addresses interdisciplinary issues, students are encouraged to discuss the breadth of their overall course selections (including non art courses) with studio faculty.

All prospective majors and minors should obtain a copy of the *Art Department Course Guide* from the Art office for a more comprehensive discussion of the major as well as special opportunities within the arts at Wellesley.

In tandem with the Davis Museum and Cultural Center, the Art Department offers numerous opportunities for students to deepen their experiential knowledge of the arts through special exhibitions, visiting artist lectures and projects, work study positions and internships. Studio art majors and minors are strongly encouraged to exhibit their work, and gain practical experience organizing exhibitions and installing art in the Jewett Arts Center Student Galleries and Collins Cafe. Each year many professional artists visit the campus and studio art students are encouraged to take advantage of these interactions.

Seniors who qualify for Honors and have completed all 100 level requirements in the major may propose a Senior Thesis Project for Honors. If approved by the studio faculty as a whole, this year-long, self directed project culminates in a spring exhibition. A student interested in thesis work should discuss her ideas with a potential thesis advisor and take at least some advanced work in her proposed media concentration before the senior year. Students should consult the *Art Department Course Guide* for more detailed thesis guidelines.

### AP Policy

Students will not receive credit towards the major or minor automatically, nor will they be able to waive prerequisites such as ARTS 105, 108 or 109 solely based on a grade earned on the AP exam. They may, however, present a portfolio of work to the Director of Studio Art for assessment, and that portfolio may include projects completed through an AP course.

**History of Art/Studio Art Double Major.** In the case of a double major in Art History and Studio Art, ARTH 100-101 will count in the Art History major. Students must also elect one additional course at the 200 or 300 level in both Art History and Studio Art for a total of eight (8) units of Art History and eight (8) units of Studio Art.

**Teacher Certification.** Students interested in obtaining certification to teach Art in the Commonwealth of Massachusetts should consult the Director of Studio Art and the Chair of the Department of Education.



# Department of Astronomy

Professor: *Bauer, Benson, French (Chair)*

Assistant Professor: *McLeod<sup>a</sup>*

Visiting Instructor: *Lehr*

Laboratory Instructor: *Regester*

The astronomy department offers two introductory courses geared to non-science majors: 100 and 101wL. These courses are taught at a similar level and both fulfill the mathematical modeling distribution requirement. Students who elect to take both may do so in either order.

Students who have a strong background in science and/or are considering a major in astronomy or astrophysics should elect Astronomy 110.

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## ASTR 100 Life in the Universe

*Bauer*

This course will cover the origin of life on the earth and the prospects for finding life elsewhere in the cosmos. We will begin with an overview of earth's place in the solar system and the universe. Among the topics we will explore: the early history of the earth and the development of life, changes in the sun that affect the earth, characteristics of the other objects in our solar system and their potential for supporting life, the detection of planets around stars other than the sun, and the search for extraterrestrial life. Some nighttime observing will be required. This course does not count toward a major in astronomy or astrophysics.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.0

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## ASTR 101wL Introduction to Stars, Galaxies, and Cosmology with Laboratory

*Lehr*

A survey of stars, galaxies, and cosmology. This course examines the life stories of stars, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. It also explores the makeup and structure of galaxies, which contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Finally, it presents theories for the origin and ultimate fate of the universe. The course will stress the interaction of

observations and the mathematical models developed from these data. Evening laboratory at the Observatory.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140. Not open to students who have taken [102] or 110.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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## ASTR 110wL Fundamentals of Astronomy with Laboratory

*French*

This course serves as an introduction to astronomy for students with a strong science background. The emphasis is on the physical principles that shape the Universe and on the tools we exploit to learn about stars, galaxies, and cosmology. Laboratory one evening per week offers hands-on access to the telescopes. Some assignments require daytime observing outside of class.

Prerequisite: By permission of the instructor.

Fulfillment of Quantitative Reasoning basic skills requirement or QR 140; physics at the level of 104 or 107. Not open to students who have already taken 101, [102], [103], [104], [105] or [106].

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.25

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## ASTR 201 Motions in the Sky:

### Archaeoastronomy and the Copernican Revolution

*Bauer*

This course will cover the motions of the sun, moon, and planets in the sky and how humans have interpreted them through time. Archaeoastronomy is the study of astronomical knowledge in a culture as revealed through the archaeological record, written records, and ethnography. We will discuss the archaeoastronomy of several cultures, including the Mayans, native North Americans, and the Chinese. We will follow the beginnings of modern astronomy from the ancient Greeks through the Copernican revolution and Newton's formulation of the laws of motion. *Normally offered in alternate years.*

Prerequisite: Any 100-level astronomy course.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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## ASTR 203 Planetary Geology

*Bauer*

NOT OFFERED IN 2000–01. Spacecraft observations have shown us a breathtaking diversity of geologic features in the solar system, from

ancient river valleys on Mars and violent eruptions on Io to the icy surface of Halley's comet. From a comparative point of view, we will discuss the formation and evolution of the planets and small bodies in the solar system. Topics will include: volcanism, tectonic activity, impacts, and tides. *Normally offered in alternate years.*

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140; any 100-level astronomy or geology course.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

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### ASTR 205 Relativity and Cosmology

*Lehr*

Einstein's theories of space and time have brought about a fundamental change in our conceptual understanding of the universe. Using trigonometry and algebra, we will explore special and general relativity, space travel, black holes, gravitational lensing, galaxy evolution, dark matter, and the expanding universe. *Normally offered in alternate years.*

Prerequisite: 101, [102] or 110

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

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### ASTR 206wL Basic Astronomical Techniques with Laboratory

*Benson*

Students will learn to use our 24-inch research telescope. Topics include: planning observations, modern instrumentation, and the acquisition and quantitative analysis of astronomical images and spectra. This course requires substantial nighttime telescope use and culminates with an independent observing project.

Prerequisite: 101, [102], [103], [104], [105], [106] or 110, and familiarity with trigonometric functions and logarithms.

Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning Overlay Course requirement.

Semester: Fall

Unit: 1.0

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### ASTR 301 Multiwavelength Astronomy

*French*

Much of our knowledge of the universe comes from radiation outside of the visible spectrum, from low-energy radio waves that enable us to probe stellar nurseries to high-energy gamma rays that reveal the death throes of exploding stars. In between, microwaves provide decisive evidence for the Big Bang, infrared light enables us to take the temperature of distant comets, and

X-rays map out seething hot gas in clusters of galaxies. We will discuss current research in fields of astronomy that rely heavily on wavelengths outside of the visible range. Students will read the current astronomical literature and give presentations on what they have learned.

Prerequisite: Any 200-level astronomy course.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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### ASTR 311 Elements of Astrophysics

*French*

Astrophysics is the application of physics to the study of the universe. We will use elements of mechanics, thermodynamics, electromagnetism, quantum mechanics, special relativity, and nuclear physics to investigate selected topics such as planets, the life stories of stars and galaxies, dark matter, and the origin of the universe. Our goals will be to develop insight into the physical underpinnings of the natural world, and to develop a 'universal toolkit' of practical astrophysical techniques that can be applied to the entire celestial menagerie. These tools include scaling analysis, numerical solutions to complex problems, and becoming familiar with the professional literature and modern research.

Prerequisite: PHYS 202 and 203. Not open to students who have taken [310].

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

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### ASTR 315 Seminar. Topics in Astrophysics

*French*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Likely topic: Planetary Astrophysics. Study of the properties of planetary atmospheres, surfaces and interiors with an emphasis on the underlying physical principles. Topics covered include celestial mechanics, atmospheric radiation, the origin and evolution of planetary systems, comparison of the terrestrial and giant planets, dynamics and equations of state of planetary interiors, and the physical properties of comets, asteroids, and planetary satellites. A required term project will involve quantitative analysis of modern ground-based or spacecraft solar system observations. *Normally offered in alternate years.*

Prerequisite: PHYS 202 and 203 (or permission of the instructor for students who are taking this as a co-requisite with PHYS 202). Not open to students who have taken [307].

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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**ASTR 350 Research or Individual Study**  
Prerequisite: By permission of department.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**ASTR 360 Senior Thesis Research**  
Prerequisite: By permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**ASTR 370 Senior Thesis**  
Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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**PHYS 202 Modern Physics with Laboratory**

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**PHYS 203 Vibrations, Waves, and Special Relativity with Laboratory**

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**EXTD 216 Mathematics for the Physical Sciences**

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## Directions for Election

The Astronomy major consists of: 101wL or 110wL; 206wL; 311; at least one of 301 or 315; Physics 202; Physics 203; EXTD 216; any additional two courses in Astronomy above the 100 level. Students intending to major in Astronomy are encouraged to begin physics as soon as possible. These students should try to take 110. Physics 219 is strongly recommended. In planning a major program, students should note that some of these courses have prerequisites in mathematics and/or physics.

A substantial background in physics and mathematics is required for graduate study in Astronomy. Students planning graduate work in Astronomy should elect the astrophysics major.

A minor in Astronomy (5 units) consists of: 101 or 110, 301, and three additional units in Astronomy.

See description of Whittier Observatory and its equipment.

# Astrophysics

## AN INTERDEPARTMENTAL MAJOR

Director: *French (Astronomy)*

The Departments of Astronomy and Physics offer an interdepartmental major in Astrophysics which combines the Physics major with a foundation of course work in Astronomy. This major should be considered by students interested in graduate study in astronomy or astrophysics and by those who would like a coordinated astronomy extension to the physics major.

In addition to the nine courses required for the Physics major, the student takes four Astronomy courses. An astrophysics major consists of: Physics 107, 108, 202, 203, 302, 305, 306, 314; and Extradepartmental 216, and Astronomy 101wL or 110wL, 206wL, 311, and either 315 or a 350 in either Astronomy or Astrophysics or Astrophysics 370. Physics 219 is strongly recommended. In planning the major, students should note that some of the courses have prerequisites in mathematics.

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**ASPH 350 Research or Individual Study**  
Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**ASPH 360 Senior Thesis Research**  
Prerequisite: By permission of director. See Academic Distinctions  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**ASPH 370 Senior Thesis**  
Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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**ASTR 101wL Introduction to Stars, Galaxies, and Cosmology with Lab**

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**ASTR 110wL Fundamentals of Astronomy with Laboratory**

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**ASTR 206 Basic Astronomical Techniques with Laboratory**

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**ASTR 311 Elements of Astrophysics**

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ASTR 315 Topics in Astrophysics

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ASTR 350 Research or Individual Study

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EXTD 216 Mathematics for the Physical Sciences

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PHYS 107 Introductory Physics I with Laboratory

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PHYS 108 Introductory Physics II with Laboratory

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PHYS 202 Modern Physics with Laboratory

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PHYS 203 Vibrations, Waves, and Special Relativity with Laboratory

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PHYS 302 Quantum Mechanics

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PHYS 305 Thermodynamics and Statistical Mechanics

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PHYS 306 Mechanics

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PHYS 314 Electromagnetic Theory

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# Biological Chemistry

## AN INTERDEPARTMENTAL MAJOR

Director: *Wolfson (Chemistry)*

Biological Chemistry Advisory Committee:  
*Allen (Biological Sciences), Hicks (Chemistry),  
Wolfson (Chemistry)*

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in Biological Chemistry which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two courses in Biochemistry (Chemistry 221 (or 222) [228] and 328), the area of concentration must include the following courses:

Chemistry: (a) both 110 and 111, or 120; (b) 211; (c) either 232 or 231;

Biology (a): 110 or 110X or [110Z]; (b) 219; (c) 220; (d) one course from among the following: 313, 314, 316, 317; (e) one additional Grade III course excluding 350, 360, 370;

Physics: 104 or 107;

Mathematics: 116, 116Z, 120 or equivalent.

Students should be sure to satisfy the prerequisites for the Grade III courses in biology and chemistry. Note that CHEM [114/114E] satisfy the CHEM 110 requirement, and CHEM [115/115E/115Z] satisfy the CHEM 111 requirement. Exemption of BISC 110 means that a more advanced Biology course must be taken.

Students planning graduate work in Biochemistry should consider taking additional courses in Chemistry, such as Analytical, Inorganic, and the second semesters of Organic and Physical Chemistry. Students planning graduate work in Molecular or Cell Biology should consider taking additional advanced Biology courses in those areas. Independent research (350 or 360/370) is highly recommended, especially for those considering graduate study.

A recommended sequence of required courses would be:

Year I, Chemistry 110 and Math or Physics;  
Chemistry 111 and Biology 110

Year II, Chemistry 211 and Biology 219; Biology 220 and Math or Physics

Year III, Chemistry 221 and Math; Chemistry 328 and 232

Year IV, Grade III Biology courses and Independent Study.



Please discuss your program with the Director or any member of the Program Advisory Committee as soon as possible.

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**BIOC 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**BIOC 360 Senior Thesis Research**

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**BIOC 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Department of Biological Sciences

Professor: *Allen (Chair), Beltz, Cameron <sup>A2</sup>, Coyne, Harris<sup>A</sup>, Smith, Webb*

Associate Professor: *Berger-Sweeney, Blazar, Buchholtz, Moore, Peterman, Rodenhouse*

Assistant Professor: *Königer, Levey, Nastuk, O'Donnell*

Visiting Assistant Professor: *Brown, Jones, Lee, Verhag*

Senior Instructor in Biological Sciences

Laboratory: *Lenihan, Paul, Soltzberg, Thomas*

Instructor in Biological Sciences Laboratory: *Hacopian, Helluy, Kuldell, Leavitt*

Unless otherwise noted, all courses meet for two periods of lecture each week. If indicated, there will also be one three-and-one-half hour laboratory session weekly. Seminars normally meet for one double period each week.

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**BISC 107 Biotechnology**

*Smith*

This course focuses on applications of recently developed biological techniques, including recombinant DNA, antibody techniques and reproductive technology. The social and ethical issues surrounding these techniques are also discussed. No prior knowledge of Biology is expected, as all necessary background information will be discussed. Two lectures weekly. Not to be counted toward the minimum major in Biological Sciences.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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**BISC 108 Plants, People and the Environment with Laboratory**

*Königer, Soltzberg, Thomas*

This course will emphasize evolutionary and environmental aspects of plant biology. Topics will include plant adaptations and growth, environmentally sound agriculture and gardening, pests and diseases, the use of medicinal and genetically engineered plants. The laboratory involves extensive use of the greenhouses, experimental design, data collection and analysis, and field trips. Not to be counted towards the minimum major in the Biological Sciences.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25



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**BISC 109 Human Biology with Laboratory**

*Coyne, Nastuk, Soltzberg*

The study of human physiology, including nutrition, nervous system, endocrinology, reproduction, circulation, respiration, genetics and immune responses. Two lectures weekly with a weekly laboratory or data analysis session. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection and a personal nutrition study.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

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**BISC 110 Introductory Cell Biology with Laboratory**

*Staff*

Introduction to eukaryotic and prokaryotic cell structure, chemistry and function. Topics include: cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation. Laboratories focus on experimental approaches to these topics. Students should not take 110 and 111 simultaneously. Students with strong background in biology should consider 110X.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Natural and Physical Science

Semester: Fall, Spring Unit: 1.25

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**BISC 110X Introductory Cell Biology with Laboratory**

*Kuldell*

One section of 110 will be taught for first-year students with exceptional high school backgrounds in biology and for upper level students who have taken another science course at Wellesley. A more in depth coverage of the topics typically covered in 110 will be possible because students entering this course will have some science experience. See Biological Sciences 110 for a description of topics.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140 and by passing a placement exam. Students with a score of 4 or 5 on the Biology AP exam may enroll without taking the placement exam.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

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**BISC 111 Introductory Organismal Biology with Laboratory**

*Staff*

Introduction to the central questions, concepts and methods of experimental analysis in selected areas of organismal biology. Topics include: evolution, ecological systems, and plant and animal structure and physiology. Students should not take 110 and 111 simultaneously. Students with a strong background in biology should consider 111X.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring Unit: 1.25

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**BISC 111X Introductory Organismal Biology with Laboratory**

*Rodenhouse*

This section of 111 will be taught for first-year students with exceptional high school backgrounds in biology and for upper class students who have taken another science course at Wellesley. Because students entering this course will have some science experience, coverage of the topics included in BISC 111X will be more in depth. See BISC 111 for a description of the topics covered.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140 and by permission of Instructor. Students with a score of 4 or 5 on the Biology AP exam may enroll without permission.

Distribution: Natural and Physical Sciences. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring Unit: 1.25

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**BISC 201 Ecology with Laboratory**

*Rodenhouse, Thomas*

An introduction to the scientific study of interactions between organisms and their environments. Topics include limits of tolerance, population growth and regulation, species interactions, and the structure and function of biological communities. Emphasis is placed on experimental ecology and its uses in solving environmental problems. Local biological habitats including lakes, forests, marshes, bogs, tundra, and streams are studied during laboratory field trips.

Prerequisite: 111 or by permission of the instructor.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

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**BISC 202 Evolution with Laboratory**

*Buchholtz*

Examination of evolution, the central paradigm of biology at the level of populations, species, and lineages. Topics include the genetics of populations, the definition of species, the role of natural selection and chance in evolution, the reconstruction of phylogeny using molecular and morphological evidence, and patterns in the origination, diversity and stability of species over time.

Prerequisites: 110 and 111

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

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**BISC 203 Comparative Physiology and Anatomy of Vertebrates with Laboratory**

*Cameron, Buchholtz, Hellry*

The functional anatomy of vertebrate animals, with an emphasis on comparisons between representative groups. The course covers topics in thermoregulatory, osmoregulatory, reproductive, cardiovascular, respiratory, digestive, neural and ecological physiology. The laboratories incorporate the study of preserved materials and physiological experiments.

Prerequisite: 109 or 111, or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

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**BISC 206 Histology I: Microscopic Anatomy of Mammals with Laboratory**

*Smith*

The structure and function of mammalian tissues, and their cells, using light microscopic, histochemical and electron microscopic techniques. Topics covered include the connective tissues, epithelia, nervous tissue, blood, lymphoid tissue and immunology, as well as others. Laboratory study includes direct experience with selected techniques, including morphologic quantification using the light microscope.

Prerequisite: 110

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

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**BISC 207 The Biology of Plants with Laboratory**

*Peterman*

An introduction to experimental plant biology. Topics will include growth and development, stress physiology, plant defense, applications of genetic engineering to the study and improvement of plants and the properties of medicinal plants. The project oriented laboratory sessions

will include field work as well as an introduction to some of the molecular and cellular techniques currently employed in answering research questions in plant biology.

Prerequisite: 110 or 111

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

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**BISC 209 Microbiology with Laboratory**

*Allen, Brown, Leavitt*

Introduction to the microbial world, with emphasis on bacteria and viruses and their activities in nature, using examples of how these microbes influence human activity. Both medical and non-medical applications, and useful (food production, genetic engineering) as well as harmful (disease, pollution) consequences, of microbes will be discussed along with consideration of biological principles and techniques characterizing the organisms.

Prerequisite: 110 and one unit of college chemistry.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

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**BISC 210 Marine Biology with Laboratory**

*Moore, Hellry*

Oceans cover more than 70% of the earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants, animals and their environments in marine habitats. Focal habitats include the photic zone of the open ocean, the deep-sea, subtidal and intertidal zones, estuaries, and coral reefs. Emphasis is placed on the dominant organisms, food webs, and experimental studies conducted within each habitat.

Prerequisite: 111 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

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**BISC 213 The Biology of Brain and Behavior with Laboratory**

*Berger-Sweeney, Levey, Hellry, Paul*

An introduction to the study of the nervous system and behavior with particular emphasis on the structure and function of the nervous system. In the first half of the semester, basic neuroanatomy, neurochemistry and neurophysiology are covered. In the second half of the semester, brain mechanisms involved in behaviors such as sensation, language, addiction, memory and cognition are emphasized. The laboratory is designed to expose the student to basic neuroanatomy, neurochemistry and the neurophysiology of behavior.

Prerequisite: 110 and either 111 or 109.  
Distribution: Epistemology and Cognition or Natural and Physical Science  
Semester: Fall, Spring Unit: 1.25

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**BISC 216 Mechanisms of Animal Development with Laboratory: From Moths to Mice to Men**

*Beltz, Helluy*

This course explores animal morphogenesis beginning with the process of fertilization, and considers how specialized cell types arise from a single cell. The mechanisms that determine cell fate as the multicellular embryo differentiates are discussed. Topics include: pattern formation, cell migrations, hormonal interactions, cell polarity and cytoskeletal mechanisms, regeneration, and developmental errors and malformations. Laboratories focus on experimental approaches to development.

Prerequisite: 110 or by permission of the instructor.  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

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**BISC 219 Molecular Genetics with Laboratory**

*Webb, Brown, Lenihan*

The course will be devoted to an understanding of the molecular and biochemical basis of genetics and the interactions between cells that provide the basis for tissue and organismal development. Topics will include: organization of the eukaryotic genome, gene structure and function, differential gene expression, cellular and tissue differentiation including aspects of both animal and plant development, and genetics of pattern formation. Laboratory experiments will expose students to the fundamentals of recombinant DNA methodology.

Prerequisite: 110 and one unit of college chemistry.  
Distribution: Natural and Physical Science  
Semester: Fall Unit: 1.25

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**BISC 220 Cellular Physiology with Laboratory**

*O'Donnell, Verbay, Leavitt, Kuldell*

This course will focus on structure/function relationships in eukaryotic cells. Topics will include: enzyme structure and kinetics, bioenergetics, protein-protein interactions, membrane and membrane bound organelle structure and function, cytoskeleton, transport mechanisms, cell communication and signaling. The laboratory consists of three projects: enzyme purification and characterization, plant stress physiology and organelle isolation, mammalian cell culture and studies in programmed cell death.

Prerequisite: 110 and two units of college chemistry. One semester of organic chemistry is recommended. Not open to first-year students.  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

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**BISC 302 Mammalian Physiology with Laboratory**

*Lee*

The human body maintains a relatively constant balance in the face of numerous environmental challenges such as exercise, arctic and tropical temperatures, and high altitude. The course will focus on understanding the neural and endocrine control mechanisms that regulate the cardiovascular and respiratory systems as well as muscle physiology and energy metabolism under these conditions. In the laboratory, students gain experience with tools of modern physiological research at both the cellular and organismal levels.

Prerequisite: 110 and one of the following - 203, 206, 213, 216, 220.  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

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**BISC 304 Histology II: Microscopic Anatomy of Mammalian Systems with Laboratory**

*Smith*

Analysis of structure-function relationships of mammalian systems, based principally on microscopic techniques. Examination of structural changes caused by selected disease states in each system, as well as discussion of recent literature. Laboratory study includes tissue preparation for microscopy, as well as hands-on experience at the transmission electron microscope and participation in a group research project.

Prerequisite: 206  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.25

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**BISC 305 Seminar. Evolution**

*Jones*

Topic to be announced.

Prerequisite: 201 and one other 200-level course (207, 210, or 219 recommended) or by permission of the instructor  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

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**BISC 306 Principles of Neural Development with Laboratory**

*Beltz*

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as axon guidance,

programmed cell death, trophic factors, synaptogenesis, transmitter plasticity, and the development of behavior are discussed. Laboratory sessions focus on a variety of methods used to define developing neural systems.

Prerequisite: 213 or 216, or by permission of the instructor.

Distribution: Epistemology and Cognition or Natural and Physical Science

Semester: Fall

Unit: 1.25

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### **BISC 307 Advanced Topics in Ecology with Laboratory**

**NOT OFFERED IN 2000-01.**

Prerequisite: 201 or by permission of the instructor; 203 or 210 recommended

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.25

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### **BISC 308 Tropical Ecology with Wintersession Laboratory**

*Rodenhouse, Moore*

Ecology of coral reefs, mangrove forests and the rain forest, are examined. Lectures and discussions during the fall prepare students for the 21-day field laboratory taught in Belize and Costa Rica. The first half of the laboratory is based on an island bordering the world's second longest barrier reef; living and laboratory facilities for the second half of the course are in intact lowland rain forest. Laboratory work is carried out primarily out-of-doors and includes introductions to the flora and fauna, as well as field tests of student-generated hypotheses.

Prerequisite: 201 or 210, and permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall, Wintersession

Unit: 1.25

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### **BISC 312 Endocrinology**

*Coyne*

The endocrine system regulates both short and long term processes, such as the response to acute stress, and growth and development from birth to aging. Hormones are the messengers in the endocrine system and they interact with specific receptors in cells to initiate a cascade of intracellular reactions. This course will focus on two aspects of endocrinology; signal transduction via receptor proteins and intracellular messengers, and negative feedback control systems. Specific areas of study will be neuroendocrinology, biological clocks, reproduction, response to stress, and regulation of metabolism.

Prerequisite: 110 and one of the following - 203, 206, 213, 216, 220.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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### **BISC 313 Microbial Physiology and Biochemistry with Laboratory**

*Allen, Leavitt*

The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical and molecular genetics, and the relation of structure to function) of microorganisms as models of general biological phenomena. Emphasis on experimental approaches and current literature. In the laboratory, group experimental problems designed to allow the development of research techniques and analysis will be approached.

Prerequisite: 209 or 219, and CHEM 211, or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

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### **BISC 314 Immunology with Laboratory**

*Blazar*

A study of the immune system of mammals with an emphasis on humans. Topics will include the generation of the immune response, T and B cell antigen receptors, cellular interactions underlying immune reactions, cytokines and their regulatory effects, tolerance, host response to infectious agents and transplantation as well as malfunctions of the immune system, including allergy, autoimmunity and immunopathology. Original literature will be emphasized. The laboratory will involve experiments to induce immunity in animals with subsequent evaluation of humoral and cell mediated immune responses.

Prerequisite: 219 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

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### **BISC 315 Advanced Topics in Neurobiology with Laboratory**

*Nastuk*

This course will provide in-depth coverage of the nervous system's structure and function, with a particular emphasis on a current research area in neurobiology. Topics will vary from year to year, but the course will emphasize an integrative approach in which students will be asked to consider issues from a range of perspectives including molecular, developmental, systems, and behavioral neuroscience.

Topic for 2000-2001: Plasticity in the Nervous System. A defining feature of the nervous system is its ability to modify its own function as a result of external influences. We will consider the role of this experience-driven neural plasticity in selected aspects of development, learning and memory, and responses to focal brain injury. Analysis of primary literature will be an essential



part of the course. In the accompanying laboratory we will study the effects of various living conditions (voluntary wheel running and enriched exploration) on brain structure and its possible functional consequences in mice.

Prerequisite: 213

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

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### **BISC 316 Molecular Biology with Laboratory**

*Peterman*

The practical applications of recombinant DNA techniques to the study of the control and organization of genes at the molecular level. The course will be centered around a laboratory project designed to provide experience with the methodologies used in molecular biology (e.g., molecular cloning, gene mapping, mutagenesis and expression, DNA sequencing, computer analysis of nucleic acid and protein structure and homology).

Prerequisite: 219 and permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

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### **BISC 317 Advanced Plant Cellular Biology with Laboratory**

**NOT OFFERED 2000–01.** The cell biology and biochemistry of plant cells. An in-depth analysis of structure to function relationships in plant cells. Topics to be discussed include the biochemistry and photochemistry of photosynthesis, protein processing, the biological clock, signaling, and the physiology and molecular biology of stress. Student participation and use of original literature will be emphasized. The laboratory involves three research projects in plant cell biology that generally involve some of the following techniques: techniques in protein purification, electrophoresis, measurements of photosynthetic CO<sub>2</sub> fixation, chlorophyll fluorescence analysis, Western and Northern blotting, pigment analysis, and fluorescence microscopy.

Prerequisite: 220 and CHEM 211.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.25

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### **BISC 331 Seminar**

*Cameron*

**Topic for 2000–01: Environmental Physiology of Animals.** The focus of this course will be respiratory and circulatory adaptations of both vertebrate and invertebrate animals to hostile environments. Topics will include air-breathing in fishes, dive responses, comparative aspects of temperature regulation, adjustments for altitude, life without light, orientation and navigation,

and the functional morphology of gills, lungs, tracheal systems and the heart. The course will emphasize student participation, and will make extensive use of the original literature.

Prerequisite: 203 or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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### **BISC 332 Advanced Topics in Psychobiology NOT OFFERED IN 2000–01.**

Prerequisite: 213 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

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### **BISC 350 Research or Individual Study**

Prerequisite: Open by permission of instructor, ordinarily to students who have taken at least 4 units in biology.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### **BISC 360 Senior Thesis Research**

Prerequisite: By permission of the department.

Occasional group meetings and one oral presentation will be required. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### **BISC 370 Senior Thesis**

Prerequisite: 360. Occasional group meetings and one oral presentation will be required.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## **Related Courses**

### *Attention Called*

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**CHEM 221 Biochemistry I: Structure and Function of Macromolecules with Laboratory**

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**CHEM 328 Biochemistry II: Chemical Aspects of Metabolism with Laboratory**

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**EXP 212 Lake Baikal: The Soul of Siberia**

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**EXP 303 Bioinformatics and Molecular Computing**

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**EXTD 124 Introduction to Marine Mammals**

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**EXTD 225 Biology of Fishes**

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**EXTD 226 Cetacean Biology and Conservation**

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**GEOL 305 Paleontology with Laboratory**

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**PHYS 103 Physics of Marine Mammals**

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**PHYS 222 Medical Physics**



## Directions for Election

A major in Biological Sciences includes eight (8) biology courses, at least 6 of which must be taken at Wellesley, plus 2 units of college chemistry. BISC 110 and 111 or their equivalent are required for the major. In addition, four 200-level courses are required. While these may include 202, they also must include at least one course from each of the following three groups: (206, 219, 220-Cell Biology); (203, 207, 213, 216-Systems Biology); (201, 209, 210 -Community Biology). At least two 300-level courses are also required for the major. One of these courses, exclusive of 350, 360 or 370 work, must include laboratory. Additional chemistry beyond the two required units is strongly recommended or required for certain 300-level courses. Chemistry courses 221, 328 and Biological Sciences 350, 360 and 370 do not count toward the minimum major.

BISC 106, 107, 108 and 109, which do not count toward the minimum major in Biological Sciences, do fulfill the College NPS distribution requirements; 108 and 109 as laboratory sciences; 106 and 107 as non-laboratory science courses. Independent summer study does not count toward the minimum major.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, microbes or cellular/molecular mechanisms. A broad training in the various aspects of biology is recommended.

A minor in Biological Sciences (5 units) consists of: (A) two 100-level units and (B) two 200-level units, each of which must be in a different group as described in the first paragraph above under major requirements, and (C) one 300-level unit, excluding 350. Four of the five courses for a minor must be taken at Wellesley. Chemistry is recommended. Students planning a minor should consult the Chair.

Students interested in the interdepartmental major in Biological Chemistry are referred to the section of the Catalog where the program is described. They should consult with Ms. Wolfson, the Director of the Biological Chemistry program.

Students interested in the interdepartmental major in Psychobiology or Neuroscience are referred to the section of the Catalog where these programs are described. They should consult with Ms. Koff, Director of the Psychobiology Program, or Ms. Beltz, Director of the Neuroscience Program.

Students interested in an individual major in Environmental Sciences should consult Ms. Moore or Mr. Rodenhouse. Students interested in concentrating in community biology may wish to supplement and enrich their work at Wellesley by taking Extradepartmental courses offered through the Marine Studies Consortium or the Semester in Environmental Science (SES) offered each fall at the Ecosystems Center of the Marine Biological Laboratory, Woods Hole, MA. Students are referred to the sections of the Catalog titled "Extradepartmental" and "Special Academic Programs" where these opportunities are described.

AP credit does not replace any course offered in the Department of Biological Sciences and does not count toward a major in Biological Sciences, Biological Chemistry, Psychobiology, or Neuroscience. Students with an AP score of 4 or 5, or those with exceptional preparation that includes a strong laboratory experience, should consider taking exemption exams for BISC 110 and/or BISC 111 or enrolling in BISC 110X and/or BISC 111X. All biology courses assume the fulfillment of the Quantitative Reasoning basic skills requirement. Students should check with the Registrar's Office for designated times during which exemption exams are offered each semester. First-year students with 110 or 111 exemptions and who wish to enter upper level courses are advised to consult the Chair or the instructor in the course in which they wish to enroll.

In order to obtain Wellesley credit for any biology course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. Once the student has enrolled at Wellesley, courses from two-year colleges will not be accepted at any level. Transfer students wishing to obtain credit for biology courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements. Premedical students are referred to the requirements given in the Academic Program section. Majors interested in biochemistry are encouraged to consider CHEM 221.

# Department of Chemistry

Professor: *Hicks, Kolodny, Coleman, Hearn<sup>A</sup>, Merritt<sup>U</sup>, Wolfson*

Associate Professor: *Haines, Fuller-Stanley (Chair), Arumainayagam*

Assistant Professor: *Reisberg, Verschoor, Miwa, Ohline<sup>A</sup>*

Senior Instructor in Chemistry Laboratory: *Turnbull, Doe*

Instructor in Chemistry Laboratory: *Varco-Shea, Hall, Shawcross, McCarthy*

Unless otherwise noted, all courses meet for two periods of lecture, one 50-minute discussion period and one three-and-one-half hour laboratory appointment weekly. Chemistry 101, 306 and the selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The Chemistry Department reviews elections of introductory chemistry students and places them in 110, 111 or 120 according to their previous preparation and entrance examination scores. Students wishing to enter Chemistry 211 based on an Advanced Placement score must present a laboratory notebook or other evidence of prior laboratory work to the Department Chair.

Ordinarily, students who have taken one year of high school chemistry should elect Chemistry 110 followed by Chemistry 111. Chemistry 120 replaces 110 and 111 for some students with more than one year of high school chemistry.

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## CHEM 101 Contemporary Problems in Chemistry

*Staff*

**NOT OFFERED IN 2000-01.**

Prerequisite: Open to all students except those who have taken any 100-level Chemistry course.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

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## CHEM 102 Contemporary Problems in Chemistry with Laboratory

*Staff*

**NOT OFFERED IN 2000-01.**

Prerequisite: Open to all students except those who have taken any 100-level Chemistry course.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.25

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## CHEM 103 Chemistry and Art with Laboratory

*Merritt*

This course will develop students' understanding of the chemical principles underlying the creation of art objects by in-depth studies of the interrelationship of the artist's materials and methods. The coursework will include lectures, readings, and laboratory work in etching and metalwork, photography, fiber art (papermaking and textile dyeing), and painting. Modeling studies on student-made fresco paintings will demonstrate the effects of environmental pollutants on artwork. The use of chemical analysis for authenticating art will be learned through case studies and hands-on use of instrumentation common to museum scientists and conservators. The semester lab work will allow each student to develop a portfolio of chemical art. Two class meetings and one lab (three and one-half hours) each week.

Prerequisite: Open to all students except those who have taken any Grade I Chemistry course.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

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## CHEM 110 Introductory Chemistry I with Laboratory

*Staff*

Topics covered in this first semester of Introductory Chemistry include stoichiometry, light and matter, an introduction to atomic and molecular structure, the structures of solids and large molecules, intermolecular interactions, properties of gases, kinetics, an introduction to chemical equilibrium, and chemical thermodynamics. The laboratory introduces students to the fundamentals of statistical analysis, periodic properties, molecular modeling, and various quantitative methods of analysis.

Prerequisite: 110 is designed for students who have completed one year of high school chemistry and mathematics equivalent to two years of algebra. Students who do not meet these prerequisites and who wish to take 110 should contact the Department Chair. The Chemistry Department reviews elections of introductory chemistry students and places them according to their previous preparation and entrance examination scores. Students with Quantitative Reasoning basic skills assessments of 11 or below must enroll in Section 03, which has an extra meeting per week.

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Fall, Spring

Unit: 1.25

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**CHEM 111 Introductory Chemistry II with Laboratory****Staff**

A continuation of Chemistry 110 that builds upon the principles developed in that course. Topics include the quantum nature of matter, the orbital model of atomic structure, chemical periodicity, orbital models of chemical bonding, properties of solutions, acid/base chemistry, solubility and complexation, transition metal chemistry, and nuclear chemistry. The laboratory includes additional experience with instrumental and non-instrumental methods of analysis, sampling, computational chemistry, and solution equilibria.

Prerequisites: 110 [or 114] and fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring                      Units: 1.25

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**CHEM 120 Intensive Introductory Chemistry with Laboratory****Coleman**

Chemistry 120 is a one-semester alternative to 110 and 111 for students who have completed more than one year of high school chemistry. Topics include a review of stoichiometry, atomic and molecular structure, periodicity, kinetics, thermodynamics, equilibrium, acid/base chemistry, solubility and complexation equilibria, electrochemistry, environmental chemistry, solid-state chemistry, transition metal complexes and nuclear chemistry. The laboratory includes an introduction to the statistical analysis of data, molecular modeling and computational chemistry, instrumental and non-instrumental methods of analysis, periodic properties, solid-state structural chemistry, thermochemistry, and solution equilibria.

Prerequisite: Open only to students who have taken more than one year of high school chemistry and fulfillment of Quantitative Reasoning basic skills requirement or QR 140. Not open to students who have completed any 100-level chemistry course.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall                                      Units: 1.25

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**CHEM 211 Organic Chemistry I with Laboratory****Staff**

Stereochemistry, synthesis and reactions of hydrocarbons, alkyl halides, alcohols and ethers.

Prerequisite: [115, 115E, 115Z], 111 or 120 or by permission of the department.

Distribution: Natural and Physical Science

Semester: Fall, Spring                      Unit: 1.25

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**CHEM 221 Biochemistry I: Structure and Function of Macromolecules with Laboratory**  
**Wolfson**

A study of the chemistry of macromolecules, especially nucleic acids and proteins, with emphasis on structure-function relationships and methodology; an introduction to enzyme kinetics and mechanisms.

Prerequisite: 211 and BISC 220

Distribution: Natural and Physical Science

Semester: Fall                                      Unit: 1.25

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**CHEM 222 Introduction to Biochemistry with Laboratory****Reisberg**

A study of the chemistry of macromolecules with emphasis on structure-function relationships; an introduction to bioenergetics, enzyme kinetics and metabolism.

Prerequisite: 211 and 313

Distribution: Natural and Physical Science

Semester: Spring                              Unit: 1.25

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**CHEM 231 Physical Chemistry I with Laboratory****Staff**

This course establishes and develops the principles that are used to explain and interpret the observations made in other branches of chemistry. Two major topics, chemical thermodynamics and kinetics are introduced. Properties of solutions and gases are examined using these principles. Applications to other areas of chemistry will be discussed. The laboratory segment of the course incorporates statistical analysis of measured data.

Prerequisite: [115, 115E, 115Z], 111 or 120, or by permission of the department, and MATH 116, 116Z, or 120 and PHYS 107. MATH 205 is strongly recommended.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall                                      Unit: 1.25

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**CHEM 232 Physical Chemistry for the Life Sciences with Laboratory***Kolodny*

This course establishes and develops the principles that are used to explain and interpret the observations made in biochemistry. Two major topics, chemical thermodynamics and kinetics are introduced. Properties of solutions and biochemical systems are examined using these physical chemical principles. The laboratory segment of the course incorporates statistical analysis of measured data.

Prerequisite: [115, 115E, 115Z], 111 or 120, or by permission of the department, and MATH 116, 116Z, or 120 and PHYS 104 or 107. MATH 205 is strongly recommended.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring

Unit: 1.25

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**CHEM 250 Research or Individual Study**

Prerequisite: Open by permission to students who have taken [115, 115E, 115Z], 111 or 120. This course cannot be counted toward a minimum major in Chemistry.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**CHEM 306 Seminar***Miwa*

**Topic for 2000–01: The Chemistry of Polymers: Better Living Through Chemistry.** This seminar will cover the chemistry of polymers, particularly those that have become important commercial products. Topics will include the methods used to synthesize polymers, the constraints imposed by large-scale industrial preparation, the characterization of finished materials, and the design of new polymers. The connection between molecular structure and physical properties will be explored for a number of well-known polymers, including nylon, polyethylene, and polystyrene. Recent efforts to prepare conductive polymers and biodegradable plastics will provide insight to design strategies.

Prerequisite: Open to all students regardless of major who have completed two units of chemistry beyond the 100-level level and who have permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

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**CHEM 313 Organic Chemistry II with Laboratory***Staff*

A continuation of 211. Includes spectroscopy, chemical literature, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates.

Prerequisite: 211

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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**CHEM 319 Selected Topics in Organic Chemistry****NOT OFFERED IN 2000–01.**

Prerequisite: 313 and either 228 or Biological Sciences 110

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

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**CHEM 328 Biochemistry II: Chemical Aspects of Metabolism with Laboratory***Hicks*

An examination of reaction mechanisms, mechanisms of enzyme and coenzyme action; structures and metabolism of carbohydrates and lipids.

Prerequisite: 221 or 222 [228]

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

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**CHEM 329 Selected Topics in Biochemistry***Sigman (Dreyfus Teaching Fellow)*

**Topic for 2000–01: Bioinorganic Chemistry.** Topics will include the role of metals in biological systems with a focus on metalloprotein structure and function. Principles from biochemistry and inorganic chemistry, including protein structure, coordination chemistry, and spectroscopy will be applied. The class will also discuss recent publications significant to the field of bioinorganic chemistry.

Prerequisite: One semester of Biochemistry and permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

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**CHEM 333 Physical Chemistry II with Laboratory***Arumainayagam*

Quantum chemistry and spectroscopy; structure of solids. Introduction to computational chemistry.

Prerequisite: 231, PHYS 108 and MATH 205. EXT D 216 is strongly recommended.

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Spring

Unit: 1.25



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**CHEM 339 Selected Topics in Physical Chemistry****NOT OFFERED IN 2000–01.**

Prerequisite: 333 or permission of the instructor

Distribution: Natural and Physical Science

Semester: N/O Unit: 1.0

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**CHEM 341 Inorganic Chemistry with Laboratory***Coleman*

Review of atomic structure, multielectron atoms, the periodic table and periodicity, chemical applications of group theory, molecular orbital theory, the chemistry of ionic compounds, generalized acid/base theories, transition metal complexes, organometallic chemistry, catalysis, bioinorganic chemistry. The laboratory introduces a variety of experimental methods used in inorganic synthesis including non-aqueous solvent, high temperature, inert atmosphere and vacuum techniques as well as techniques in computational chemistry and spectroscopic methods of characterization. Not open to those who have taken [241].

Prerequisites: 313

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.25

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**CHEM 349 Selected Topics in Inorganic Chemistry****NOT OFFERED IN 2000–01.**

Prerequisite: None

Distribution: Natural and Physical Science

Semester: N/O Unit: 1.0

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**CHEM 350 Research or Individual Study**

Prerequisite: Open by permission to students who have taken at least two units in chemistry above the 100-level.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**CHEM 350H Research or Individual Study**

Prerequisite: Open by permission to students who have taken at least two units in chemistry above the 100-level.

Distribution: None

Semester: Fall, Spring Unit: 0.5

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**CHEM 360 Senior Thesis Research**

Prerequisite: By permission of department. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**CHEM 361 Analytical Chemistry with Laboratory***Verschoor*

Classical and instrumental methods of quantitative analysis, analytical separations, and statistical treatment of data. Topics will include electrochemical, spectroscopic, and chromatographic chemical analysis with emphasis on instrument design and function and method development. The coursework emphasizes the practical applications of chemistry to environmental and industrial problems. Not open to those who have taken [261].

Prerequisites: 211 and either 231 or 232 or permission of the instructor.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

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**CHEM 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**Directions for Election**

Any student who plans to take chemistry beyond 111, [115] or 120 should consult one or more members of the Chemistry Department faculty. The Department Handbook, available at the department office, Science Center 147, contains specific suggestions about programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs and careers of former majors.

A major in chemistry includes: 110 and 111, [114 and 115 or 115Z, 114E and 115E] or 120; 211; 221 or 222 [227 or 228]; 231; 313; 333; 341; 361 and one additional course in chemistry at the 300 level [which must include a laboratory if 227 is chosen]. Mathematics 205 and Physics 108 are required.

*It is strongly recommended that all required 200 level courses be completed by the end of junior year.* In addition, Mathematics 205 and Physics 108 are required. The mathematics and physics courses may be counted toward a minor in those departments. Early completion of the Physics requirement is encouraged. (Students who present physics for admission are encouraged to elect Physics 107 instead of 104. Students who begin Mathematics at 115 or 116 are encouraged to enroll in 116Z.)



Students planning graduate work in chemistry or closely allied fields should strongly consider additional mathematics and physics courses. Extra-departmental 216 (Mathematics for the Physical Sciences) is particularly appropriate for students with interest in physical or inorganic chemistry.

Students interested in the interdepartmental major in Biological Chemistry are referred to the section of the Catalog where that major is described. They should also consult with the Director of the Biological Chemistry program.

All students majoring in chemistry are urged to develop proficiency in the use of computer languages.

A minor in chemistry (5 units for 120 option, 6 units for 114/115 option) includes: 110 and 111 [114/115(115Z), 114E/115E] or 120; 211; 231 or 232; a choice of 222 or 222 [228] or 341 or 361; 1 additional 200 or 300 level unit, excluding 350. The mathematics and physics prerequisites for 231 or 232 must also be satisfied. Normally no more than 1 unit in chemistry from another institution may be counted toward the minor.

The American Chemical Society has established a set of requirements in various areas which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chair of the Department of Chemistry.

Students interested in an interdepartmental major (and minor, if applicable) in Biochemistry, are referred to the section of the catalog where Interdepartmental Programs are described.

#### Teacher Certification

Students interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the Chair of the Education Department.

#### Placement and Exemption Examinations

For exemption and placement into the next higher course, students will be expected to submit laboratory notebooks, reports or other evidence of laboratory experience following successful completion of the exemption exam. A student who has scored well (4 or 5) on the Advanced Placement examination usually takes 120 or goes directly into Organic Chemistry 211. If she chooses to start in Organic Chemistry, she should confer with an organic instructor before the course begins. If an AP student with a score of 4 or 5 completed Chemistry 120 or Chemistry 110/11, she will receive the appropriate introductory chemistry credit but will receive no AP credit.

#### Credit for Courses Taken At Other Institutions

In order to obtain Wellesley credit for any chemistry course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. In general, courses from two-year colleges will not be accepted at any level. 300-level credit will not be approved for the second semester of organic chemistry taken at any other institution. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for chemistry courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

#### Withdrawal From Courses With Laboratory

Students who withdraw from a course which includes laboratory, and then elect that course in another semester, must complete both the lecture and laboratory portions of the course the second time.

# Department of Chinese

Professor: Ma, Lam (Chair)

Assistant Professor: Huss, Mou

Language Instructor: Chen, Zhao

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## CHIN 101-102 Beginning Chinese

Chen, Zhao, Ma, Huss

Introduction to pinyin romanization, standard pronunciation, basic grammar and the development of reading skills of simple texts and character writing. Computer program for pronunciation and grammar will be used extensively. *Four 70-minute classes plus one 30-minute small group session. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None. Open to students with no background or previous Chinese language training.

Distribution: None

Semester: Fall, Spring

Unit: 1.25

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## CHIN 103-104 Advanced Beginning Chinese

Chen, Zhao

Introduction to pinyin romanization, standard pronunciation and basic grammar. Emphasis is on the development of reading skills of simple texts and writing short essays. Computer program for pronunciation and grammar will be used extensively. *Three 70-minute classes. Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who can speak some Chinese: Mandarin or other Chinese dialect, or who have some knowledge about reading and writing Chinese characters.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## CHIN 201-202 Intermediate Chinese

Chen, Zhao

Further training in listening comprehension and oral expression form the course in second-year Chinese. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository style. *Four 70-minute classes plus one 30 minute small group session. Each*

*semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.25

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## CHIN 203-204 Advanced Intermediate Chinese

Mou, Lam

Further training in listening comprehension and oral expression. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository writing skill. *Sections will meet for three 70-minute classes. Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 103-104 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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## CHIN 206 Unmasking Confucian Voices: From Antiquity to the 10th Century (in English)

Mou

**NOT OFFERED IN 2000-01. OFFERED 2001-02.** Early Confucian writings view poetry both as a tool of didacticism and as an expression of individuality. How do these views reconcile with each other? The development of Chinese poetry from *The Book of Poetry*, through *Lyrics of Chu (sao)*, rhyme-prose (*fu*), ballads (or music bureau, *yue fu*), ancient-style poetry (*gu shi*), regulated verse (*liu shi*), and quatrains (*jue ju*), to lyrical songs (*ci*) will shed light on the answers. The philosophical and historical writings from the pre-Qin-Han down to the Song Dynasty will also reveal why most important poets were Confucians, yet no Confucian scholars could become great poets without some learnings and inclination towards Daoism and Buddhism. *Two 70-minute classes.*

Prerequisite: None. Not open to students who have taken [106].

Distribution: Historical Studies or Language and Literature

Semester: N/O. Offered in 2001-02.

Unit: 1.0

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**CHIN 207 Chinese Vernacular Literature: Fiction and Drama 10th to 19th Century (in English)**

*Mou*

This course focuses on fiction and drama. Imaginary writings of various kinds will be introduced, ranging from the *hua ben* (storytelling manuscripts) of the Song Dynasty, to the *za ju* (variety plays) of the Yuan and Ming Dynasties, and finally to the *zhanghui xiaoshuo* (chapter novels) of the Ming and Qing Dynasties. These texts reflect the complicated consciousness of the literati class from different political, economic, and religious strata in Chinese society.

Prerequisite: None. Not open to students who have taken [107].

Distribution: Historical Studies or Language and Literature

Semester: Fall Unit: 1.0

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**CHIN 208 The Tumultuous Century: 20th Century Chinese Literature (in English)**

*Huss*

Twentieth-century China faces incessant challenges to its national identity and cultural traditions. The revolution that overthrew the last dynasty was followed almost immediately by the May-Fourth Movement, which was both a literary and political event. The May-Fourth generation of writers used vernacular language in every genre of literature—poetry, prose, drama, and novels. The resulting texts are distinctly modern yet strangely familiar; urban voices and rural sounds covering issues big and small: Westernization, tradition, revolution, modernism, women, love, and creativity. These themes recur in the second half of the century, often with a vengeance.

Prerequisite: None. Not open to students who have taken [108].

Distribution: Historical Studies or Language and Literature

Semester: Spring Unit: 1.0

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**CHIN 213 Diverse Cultures of China (in English)**

*Lam*

A study of the cultural issues pertaining to the minority people of China, using lectures and films to examine their cultures in the pre-modern era. This course focuses on cultural exchanges among the ethnic groups, the Mongols, the Uigurs, and the Tibetans in China.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall Unit: 1.0

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**CHIN 243 Chinese Cinema (in English)**

*Huss*

Contemporary film from Hong Kong, Taiwan and the People's Republic of China. This course investigates the history of the Chinese film industry; the issue of cultural hegemony (the power Hollywood is thought to exert over film industries of the "Third World"); cinematic constructions of Chinese gender, family, nationhood and individuality; and applications of contemporary Western film theory.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall Unit: 1.0

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**CHIN 250 Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**CHIN 250H Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring Unit: 0.5

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**CHIN 301 Advanced Chinese I**

*Lam*

This course is designed to further expand students' comprehension, speaking, reading and writing skills. Reading materials will be selected from newspapers, short stories, essays, and films. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 201-202 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall Unit: 1.0

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**CHIN 302 Advanced Chinese II**

*Lam*

Advanced language skills are further developed through reading and writing. Reading materials will be selected from a variety of authentic Chinese texts. Audio and video tapes will be used as study aids. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 301 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring Unit: 1.0

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**CHIN 303 Advanced Chinese Conversation**

**NOT OFFERED IN 2000-01.** This course is designed for students who wish to refine their proficiency in Chinese, enhancing it with specialized functional terminology and modes of expression for specific contexts and situations.

The emphasis is placed on listening comprehension and speaking skills. Course material is audio tapes, Chinese programs from the TV China Channel and video films. *Three 70-minute classes conducted in Chinese.*

Prerequisite: By permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O

Unit: 1.0

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### CHIN 306 Advanced Reading in 20th-Century Culture

*Ma*

A course designed for higher level students who wish to refine their proficiency in Chinese. A wide-ranging introduction to texts written by contemporary scholars and writers. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 203-204, 302 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### CHIN 307 Advanced Readings in Contemporary Issues

*Ma*

A selection of texts ranging from the May Fourth Period to 1949, the eve of the founding of People's Republic of China. *Three 70-minute classes.*

Prerequisite: 306 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### CHIN 310 Classical Chinese

*Mon*

This course emphasizes the practical use of literary Chinese. Students are expected to read and discuss in Chinese a variety of authentic material, ranging from the Confucian canon to expository writings in the modern literary style. Part of the course material will be taken from the Internet, and instruction on composing Chinese articles, using Chinese software, will be incorporated in the course work. *Three 70-minute classes.*

Prerequisite: 301, 302, 306, or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### CHIN 316 20th-Century Literature

NOT OFFERED IN 2000-01. OFFERED IN 2001-02. Reading and discussion of modern Chinese Literature. Readings will include selections from novels, short stories and poetry as

well as critical essays. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 302, 306, 307, 310 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O. Offered in 2001-02.

Unit: 1.0

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### CHIN 330 Women in Chinese Literature (in English)

*Mon*

This course surveys over three thousand years of Chinese literature, examining how certain notions and paradigms about Chinese womanhood are developed, molded, adopted, and perpetuated by both male and female writers. Topics will include the chaste woman tradition, gender ventriloquism (particularly male versifying from a female point of view), the lyrics of Li Qingzhao, and other popular images of women in traditional poetry, fiction, and drama. *Two 70-minute classes.*

Prerequisite: Open to students who have taken [106], [107] or 207, or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### CHIN 340 Topics in Chinese Literature (in English)

*Huss*

NOT OFFERED IN 2000-01. OFFERED IN 2001-02. A course of variable content focusing on different themes. This year's theme is "Literature of China and the Diaspora" and will focus on literature from China, Hong Kong, Taiwan, Singapore, the US and Canada. This course may be repeated once due to its changing content.

Prerequisite: Open to students who have taken Chinese [106], [107], 330 or by permission of instructor.

Distribution: Language and Literature

Semester: N/O. Offered in 2001-02.

Unit: 1.0

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### CHIN 350 Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### CHIN 350H Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit 0.5

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### CHIN 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0



## CHIN 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Directions for Election

The goal of the Chinese major is to provide students with a solid foundation in the disciplines of Chinese language and literature through intensive language training and broad exposure to Chinese literary and cultural traditions through literature/culture courses taught in both English and Chinese. Students are strongly encouraged to begin their Chinese language study during their first year at Wellesley. Students with a Chinese language background must take a placement test to determine their proper courses. In addition, the Chinese Department strongly recommends that all majors spend a summer and/or a semester of their junior year studying Mandarin at an approved program in China, Taiwan, or Hong Kong.

The Chinese major consists of a minimum of 10 courses. The following three sets of guidelines for the Chinese major have been devised in order to meet the needs of students who come to Wellesley with differing Chinese language backgrounds.

A. Students beginning their Chinese language study at Wellesley in 101-102, 103-104 or 201-202 shall complete the 10-course Chinese major as follows: (1) Five language courses from among 101-102\* or 103-104\*; 201-202\* or 203-204\*; 301, 302, or 306; (2) 310 or 316; (3) two literary courses from 206, 207, 208 (taught in English); (4) one additional literature/culture course from among 213, 243, 330, 340 (340 may be repeated once for credit). At least one of these courses must be at the 300-level.

B. Students beginning their Chinese language study at Wellesley in 203-204 shall complete the 10-course Chinese major as follows: (1) Three language courses consisting of 203-204\* and 303, 306 or 307; (2) 316 and an additional 300-level course in Chinese; (3) two literary courses from 206, 207 and 208 (taught in English); (4) three additional literature/culture courses taught in English from among, 213, 243, 330, 340 (340 may be repeated once for credit). At least one of these courses must be at the 300-level.

C. Majors beginning their Chinese language study at Wellesley in third-year Chinese shall complete the 10-course Chinese major as follows:

(1) Two language courses from among 301, 302, 303, 306, 307; (2) 310 or 316; (3) two literary courses from 206, 207, 208 (taught in English); (4) five additional literature/culture courses from among, 213, 243, 316, 330, 340 (340 may be repeated once for credit). At least two of these courses must be at the 300 level.

Students interested in an interdepartmental major (and minor, if applicable) in Chinese Studies are referred to that listing in the catalog.

\*Counts for two courses.

## CERTIFICATE PROGRAM

Students interested in seeking certification in teaching Chinese should speak with the chair of the Education Department early in their college career.

## STUDY ABROAD

A maximum of three courses taken abroad may be counted toward the Chinese major. Students should note that more credit may be counted toward the Wellesley degree. In order to obtain credit for study abroad, students must obtain prior consent from the Registrar's Office and the Chinese Department chair and must pass a placement test administered by the Chinese Department upon return to Wellesley. In addition, it is essential that proof of course content and performance in the form of syllabi, written work, examinations and grades be presented to the Chinese Department chair.

## TRANSFER CREDITS

The transfer of credit (either from another American institution or from a language program abroad) is not automatic. A maximum of 3 units may be transferred toward the major. Students wishing to transfer credit should be advised that a minimum of 6 units of course work in the Chinese Department at Wellesley must be completed. Transfer students from other institutions are required to take a placement test administered by the Chinese Department. It is essential that proof of course content and performance in the form of syllabi, written work, examinations and grades be presented to the Chinese Department chair.

## ADVANCED PLACEMENT POLICIES AND LANGUAGE REQUIREMENT

A student entering Wellesley must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement.



# Chinese Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Lam (Chinese), Joseph (Political Science)*

Chinese Studies is an interdisciplinary major that is offered as an alternative to the Chinese departmental major and is designed for students whose primary interests are in areas other than language and literature. Ten courses are required for the major. Students must complete at least five courses of Chinese language (or the equivalent in the case of native speakers). They must also take a minimum of five non-language courses, two of which must be at the 300 level. At least three of the non-language courses must be from outside the Chinese Department. One of the non-language courses may deal with a part of East Asia other than China. (The non-language courses focusing on China are listed below). Students are encouraged to spend a summer and/or semester studying in a Chinese-speaking part of the world.

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### CHST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### CHST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### CHST 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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### ARTH 240 Asian Art

ARTH 244 Arts of Ancient China: Neolithic to the T'ang Dynasty

ARTH 248 Chinese Painting: T'ang Dynasty to the 18th Century

ARTH 337 Seminar. Topics in Chinese Painting

ARTH 341 Seminar: The Landscape Painting of China and Japan

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### ARTS 106 Introduction to Chinese Painting

CHIN 206 Unmasking Confucian Voices: From Antiquity to the 10th Century (in English)

CHIN 207 Chinese Vernacular Literature: Fiction and Drama 10th to 19th Centuries (in English)

CHIN 208 The Tumultuous Century: 20th Century Chinese Literature (in English)

CHIN 213 Diverse Cultures of China (in English)

CHIN 243 Chinese Cinema (in English)

CHIN 316 20th-Century Literature (in Chinese/English)

CHIN 330 Women in Chinese Literature (in English)

CHIN 340 Topics in Chinese Literature (in English)

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### HIST 275 Imperial China

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### HIST 277 Chinese Civilizations

HIST 278 Reform and Revolution in China 1800–2000

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### HIST 280 The City in Modern China

HIST 371 Chinese Frontier Experience, 1600–1990

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### POL2 208 Politics of China

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### REL 108 Introduction to Asian Religions

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### REL 253 Buddhist Thought and Practice

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### REL 254 Chinese Thought and Religion

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### REL 353 Seminar. Zen Buddhism

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### WOST 248 Asian American Women Writers

WOST 249 Asian American Women in Film and Video

# Cinema and Media Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Viano (Italian Studies)*

Advisory Committee: *Obeng (Africana Studies), Karakasidou (Anthropology), Higonnet (Art), Mekuria (Art), Huss (Chinese), Shetley (English), Gillain (French), Ward (German), Zimmerman (Japanese), Hodge (Russian), Cushman (Sociology), Gascón-Vera (Spanish), Creef (Women's Studies), Wood (Writing Program)*

The Cinema and Media Studies (CAMS) major is multicultural in scope and interdisciplinary in method. Its chief objective is to provide students with the skills to understand and interpret the various forms of the moving image. Audio-visual media have played a dominant role in the cultural life of the century just ended, and promise to figure even more prominently in the century that has just begun. The Cinema and Media Studies program equips students to reflect critically on the prevalence and power of audio-visual media, to analyze in an informed and judicious way specific audio-visual texts, and to appreciate the power of outstanding works of cinematic art. The program aims to substitute active viewing for passive absorption, and to offer students a context and a set of tools within which to assess the media texts that shape the world we all inhabit.

Students majoring in CAMS must take a minimum of nine (9) units, including CAMS 175 and CAMS 231, plus one (1) unit in the Art Department and one (1) unit in the Sociology Department chosen from among the courses listed below. Two (2) units must be at the 300 level, and only one of them can be a 350. To ensure some concentration, at least four (4) units at the 200-level or above should *either* be elected from within one department or should center around a particular field within CAMS, such as media as social practice, cinema and video as art, media and identity, media and the culture industry.

(For some examples of suitable field concentrations and associated courses, please consult the CAMS webpage.)

Students primarily interested in the computing aspects of arts and multimedia should consult with the Curriculum Committee for advice about an individual major in Multimedia Arts and Sciences.

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## CAMS 175 Introduction to Cinema Studies

*Viano*

In this introductory course students will learn about Cinema Studies as a recently formed discipline. Starting with a reflection on the difference between Film and Cinema, we will question the field's theoretical lynchpins, such as spectatorship and authorship, intertextuality and cultural production. The role played by audio-visual technology in the formation of what is called modernity's structure of feeling will be investigated, through the analysis of feature films, documentaries, animation and various video-taped material. Finally, students will get a sense of film history, with a special focus on silent films and cinema's beginnings world-wide.

Prerequisite: Preference given to Cinema and Media Studies majors, first-year students and sophomores. Permission of instructor required. File application in the department of Italian Studies before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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## CAMS 231 Film as Art

*Shetley*

Study of the aesthetic aspect of film through the critical viewing of classic films. Screenings and discussion of outstanding works of cinematic art drawn from various styles and traditions of filmmaking, including the Hollywood studio system, independent film, the French New Wave, Neo-realism, Surrealism, and the avant-garde. Readings from prominent filmmakers and critics chosen to offer a sense of the development of film aesthetics and of the range of critical opinion on the artistic potential of the medium.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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## CAMS 333 An Intertextual Approach to Film Scholarship

NOT OFFERED IN 2000-01. Scholarship in film studies is best fueled by an interdisciplinary methodology which applies several pertinent discourses to its object of inquiry. This seminar aims to put this theoretical ideal into practice. Students will first examine a literary text and its cinematic adaptation(s); then, under the instructor's supervision, they will each explore an approach to the cinematic text(s), while class discussion periodically verifies the extent to which the various threads can be unified. By the end of the semester, the students' weekly writing assignments will coalesce into a collectively produced

essay. Given this course's focus—collective writing on a film based on a literary work—students will de facto have the opportunity to reflect on and theorize the interface between the Word and the Image.

Prerequisite: Preference given to Cinema and Media Studies majors. Permission of instructor required. File application in the Department of Italian before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

**CAMS 350 Research or Individual Study**  
Prerequisite: Open by permission to juniors and seniors  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**CAMS 360 Senior Thesis Research**  
Prerequisite: By permission of director. See Academic Distinctions  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**CAMS 370 Senior Thesis**  
Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**Related Courses**

The list below includes only those courses most obviously related to CAMS, but is not exhaustive. If a student has a question about whether a course not listed here can count toward the major, she should consult with her advisor and the director of the program.

**AFR 207 Images of Africana People through the Cinema**

**AFR 222 Images of Blacks and Women in the American Cinema**

**ARTH 219 Nineteenth-Century Arts from the French Revolution to Impressionism**

**ARTH 226 History of Photography: From Invention to Advertising Age**

**ARTH 290 Propaganda and Persuasion in the Twentieth Century**

**ARTH 364 Women Filmmakers: History and Theory of Subversion**

**ARTS 108 Photography I**

**ARTS 165 Introduction to Video Production**

**ARTS 265 Intermediate Video Production**

**ARTS 365 Advanced Video Production**

**CHIN 243 Chinese Cinema (in English)**

**ENG 204 The Art of Screenwriting**

**ENG 385 Advanced Studies in a Genre: Film Noir**

**FREN 222 Love Stories in French Cinema**

**FREN 314 Cinema**

**GER 244 German Cinema 1919–1945 (in English)**

**GER 344 German Cinema 1919–1945**

**GER 246 History and Memory in New German Cinema (in English)**

**GER 245 Constructing the Other in German Cinema (in English)**

**GER 345 Constructing the Other in German Cinema**

**ITAL 249 The Cinema of Transgression (in English)**

**ITAL 261 Italian Cinema (in English)**

**ITAL 262 Religion and Spirituality in Italian Cinema (in English)**

**ITAL 264 Italian Film and Postmodernity (in English)**

**JPN 130 Japanese Animation (in English)**

**JPN 256 Japanese Film: The Restaging of a Culture (in English)**

**RUSS 255 Seven Decades of Soviet and Russian Cinema (in English)**

**SOC 216 Sociology of Mass Media and Communications**

**SOC 290 Propaganda and Persuasion in the Twentieth Century**

**SOC 317 Interrogating the Internet: Critical Perspectives on a New Medium**

**SPAN 265 Introduction to Latin American Cinema**

**SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality**

**WOST 249 Asian American Women in Film and Video**

# Department of Classical Studies

Professor: *Lefkowitz, Marvin<sup>A2</sup>, Starr (Chair), Rogers<sup>A2</sup>*

Associate Professor: *Dougherty*

Assistant Professor: *Reay<sup>A1</sup>*

Visiting Assistant Professor: *McMorris*

Senior Lecturer: *Colaizzi*

The Department offers four closely related major programs: Greek, Latin, Classical Civilization, and Classical and Near Eastern Archaeology. Majors in Greek and Latin are based entirely on courses in the original languages. The programs in Classical Civilization and Classical and Near Eastern Archaeology are interdisciplinary and ordinarily require additional course work in related departments.

Courses in Greek and Latin are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. For further information about this program, see Directions for Election.

# Classical Civilization

## AN INTERDEPARTMENTAL MAJOR

The major in Classical civilization offers the opportunity to explore the ancient world through an integrated, cohesive program of courses worked out by the student and her advisor. Individual programs are tailored to meet students' specific interests, such as Classical Literature, Ancient Theater, Ancient Philosophy and Political Theory, Ancient Religion, and the Classical Tradition. A brochure listing suggested courses for these and other options is available in the Department of Classical Studies and on the website <http://www.wellesley.edu/ClassicalStudies/CLSTWWW/CLSTHome.html>.

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### CLCV 102 Uncovering the Ancient World: An Introduction to the Worlds of Greece and Rome

*Starr*

Instead of excavating an entire site, archaeologists often start by digging exploratory trenches, an approach this course will take to exploring both what we know about Greece and Rome and, as important, how we know what we know. Through specific investigative projects, we'll explore major topics in the ancient world, such as Homeric Greece, culture and empire in the Athens of Pericles, the founding of Rome, and the interplay of cultures in the Roman empire. We'll probe the various kinds of evidence we have, including literature, art, architecture, religious artifacts, historical documents, and legal cases, and discuss the advantages and disadvantages each type of evidence presents.

Prerequisite: None

Distribution: Historical Studies or Language and Literature

Semester: Spring

Unit: 1.0

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### CLCV 104 Classical Mythology

*Lefkowitz*

The religious origins of myth; its treatment in ancient literature; its role as perhaps the most influential legacy of Greek and Roman civilizations. The narrative patterns of ancient myths that continue to determine how male and female lives are described and portrayed in modern literature. Reading from ancient sources in English translation.

Prerequisite: None

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0



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**CLCV 111 Comedy: Old, New, and Ever Since**

*Colaizzi*

The comic plays of Greece and Rome are the ancestors of sitcom and soap opera, stage show and screenplay. Aristophanes offered fantasy, political satire, and fierce social commentary. Menander, Plautus, and Terence all feature domestic intrigues, ridiculous dilemmas, and stock characters. We will read and view some of their plays, along with Shakespeare's *The Comedy of Errors*, Goldsmith's *She Stoops to Conquer*, Sheridan's *The Rivals*, Oscar Wilde's *The Importance of Being Earnest*, and *A Funny Thing Happened on the Way to the Forum*. *Open to first-year students only. Includes a third meeting.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or

Language and Literature

Semester: Fall

Unit: 1.0

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**CLCV 116 Greek and Latin Roots in English Vocabulary**

*McMorris*

Virtually all abstract, technical, and scientific terms in English are formed from Greek and Latin words. We will discover the root meanings of these words and how they work in combination, and discuss why these words have been used in preference to words from Anglo-Saxon roots. We will also consider how new technical terms can be developed from existing Greek and Latin vocabulary.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 0.5

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**CLCV 117 Selected Texts**

*McMorris*

**Text for 2000–01: Ovid's *Metamorphoses* in Translation.** In Ovid's *Metamorphoses*, people turn into things: trees, birds, insects, and stones. Shapes and substances become fantastic new creations formed from the whims of gods. The poem itself is transformed from a chronology to a miscellany; characters in stories told by other characters tell stories to other narrators. Even Ovid's purpose remains inconstant: the serious becomes the lurid and the hilarious. The libraries and museums of Europe would be much emptier had artists and writers not read this great compilation (and sendup) of classical myth. We will read the poem to consider the metamorphosis of its interpretations, a multiplex of delight.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 0.5

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**CLCV 120/WRIT 125 Troy and the Poets**

*Colaizzi*

The myths of the Trojan War begin the Classical tradition in literature. In considering how gods and mortals interact, the Greek and Roman poets continually return to these stories as they change their ideas about heroism; divine power; religious obligation; private and public responsibility; sexual passions; glory, death, and the after-life. We will read selections from Homer's *Iliad* and *Odyssey*, the Greek dramatists, and Vergil's *Aeneid*, as well as modern critics and poets who reinterpret these works. *Three meetings. Open only to first-year students. This course satisfies the Writing 125 requirement and counts as a unit towards the Classical Studies major.*

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**CLCV 210/310 Greek Tragedy: Plays, Politics, Performance**

*Dougherty*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** The fifth-century Athenian playwrights, Aeschylus, Sophocles, and Euripides, produced brilliant tragedies that continue to haunt us today and to define our notion of drama. At the same time, the Athenian people forged the democratic principles that form the basis for our own political institutions. The element of performance, common to both drama and democracy, provides an important key to understanding this interesting confluence of theater and politics, and this class will combine the close reading (in English) of ancient Greek tragedies with the viewing of a selection of contemporary dramatic performances such as modern Italian cinema, Black Gospel traditions, and contemporary productions of Greek drama. *This course may be taken as either 210 or, with additional assignments, 310.*

Prerequisite: 210 open to all students; 310 by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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**CLCV 211/311: Epic and Empire**

*Reay*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Alexander the Great is said to have slept with two things under his pillow: a dagger and a copy of Homer's *Iliad*. Julius Caesar and Augustus traced their lineage back to Aeneas, the hero of Vergil's *Aeneid*. Epic poetry and empire:



coincidence or collusion? This course will investigate the relationship of epic poetry and empire, focusing especially on Vergil's *Aeneid* and Lucan's *Civil War* within their historical contexts. How is poetry imbued with political meaning? Is epic a prop of imperial ideology or is it a site of resistance? Consideration of the post-classical adaptation of classical paradigms in works such as Milton's *Paradise Lost*, Barlow's *The Columbiad*, and Whitman's *Leaves of Grass*. All works read in translation. *This course may be taken as either 211 or, with additional assignments, 311.*

Prerequisite: 211 open to all students; 311 by permission of instructor.

Distribution: Historical Studies or Language and Literature

Semester: N/O. Offered in 2001–02.

Unit: 1.0

### CLCV 212/312 On the Road: Travel in Literature and Film from Homer's *Odyssey* to *Thelma and Louise*

Dougherty

If you can't travel yourself, you can always read about it. This course will focus on the lure of travel and brave new worlds, enticing and erotic adventures, and the companionship of the road. At the same time, the course will address the complicated issues of return. Can you go home again? What will you find when you do? We will also consider the impact of gender on the construction of travel, the connection between travel and romance, and the association of travel and knowledge. How do these (and other) themes laid out so forcefully in the *Odyssey* continue to dominate contemporary works of literature and film? Readings will include Homer's *Odyssey*, Herodotus' *Histories*, Xenophon's *An Ephesian Tale*, Waugh's *Handful of Dust*, and Sides' *The Island of the Mapmaker's Wife*; films will include *The Return of Martin Guerre* and *Thelma and Louise*. *This course may be taken as either 212 or, with additional assignments, 312.*

Prerequisite: 212 open to all students; 312 by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

### CLCV 215/315 Women's Life in Greece and Rome

Lefkowitz

Were the ancient Greeks and Romans misogynists? Did their attitudes set the pattern for discrimination against women in modern European literature and life? Does modern feminist theory help or hinder the investigation of these questions? Reading from ancient historical, religious,

medical, and legal documents in English translation. *This course may be taken as either 215 or, with additional assignments, 315.*

Prerequisite: 215 open to all students; 315 by permission of the instructor.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### CLCV 232 The Bay of Naples in Antiquity

Colaizzi

The Greco-Roman life of luxury at ancient Italy's loveliest and most notorious pleasure spot; the interplay of the Roman conceptions of leisure, decadence, and culture and their manifestation in the rich villas and cities buried by the eruption of Mt. Vesuvius. Selections in translation from Greek and Roman writers; visits to sites, including Pompeii, Herculaneum, Capri, Paestum, Cumae, and the National Museum in Naples. Students will stay in Sorrento for three weeks.

Prerequisite: None

Distribution: Language and Literature or Historical Studies

Semester: Wintersession

Unit: 0.5

### CLCV 234 Roads To Rome: Leading The Roman Life

Marvin

NOT OFFERED IN 2000–01. OFFERED IN 2001–02. For Roman families the year was shaped by the agricultural calendar, the day by alternations of work and leisure, and society by hierarchies of class and gender. This course will examine what it meant to lead a Roman life, using both textual evidence (historical and literary) and the physical remains of Roman cities and towns. It will investigate how civic and religious institutions, public spectacles and domestic social rituals shaped the lives of individual Romans.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Historical Studies

Semester: N/O. Offered in 2001–02.

Unit: 1.0

### CLCV 236/336 Greek and Roman Religion

Rogers

NOT OFFERED IN 2000–01. The founders of Western Civilization were not monotheists. Rather, from 1750 BC until AD 500 the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help mortals achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for over 2000 years? What impact did

the religion of the Greeks and Romans have upon the other religions of the Mediterranean, including Judaism and Christianity? Why did the religion of the Greeks and Romans ultimately disappear? *This course may be taken as either 236 or, with additional assignments, 336.*

Prerequisite: 236, open to all students; 336, by permission of the instructor.  
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

**CLCV 241 Medicine and Science**

*Staff*

**NOT OFFERED IN 2000–01.** A survey of medical practice in the Near East, Greece, and Rome focusing on the development of rational medicine under Hippocrates and the medical achievements of the Hellenistic era. Also, theories of physical and mental diseases and their consequences for later Western medical practice, doctor-patient relations, malpractice suits, the cult of the healing god Asclepius, and miracle cures.

Prerequisite: None  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**CLCV 243 Roman Law**

*Starr*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. Extensive use of actual cases from antiquity.

Prerequisite: None  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: N/O. Offered in 2001–02. Unit: 1.0

**CLCV 250 Research or Individual Study**

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**CLCV 250H Research or Individual Study**

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**CLCV 335 The Politics of the Past**

*Marvin*

**NOT OFFERED IN 2000–01.** Study of Ancient Greece and Rome as reinvented by later societies. Examples include: the American Constitution and the Roman Republic; Athenian Democracy and 19th-century liberalism; Greek sexual life and Victorian homosexuality; the current Black Athena controversy. Politics, art, literature, scholarship and private life will be considered.

Prerequisite: One unit of Classical Civilization, Greek, Latin, or ancient History.  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**CLCV 350 Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**CLCV 350H Research or Individual Study**

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**CLCV 360 Senior Thesis Research**

Prerequisite: By permission of the department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**CLCV 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

# Classical and Near Eastern Archaeology

## AN INTERDEPARTMENTAL MAJOR

Director: *Marvin*

The purpose of a major in Classical and Near Eastern Archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Classical Studies, History, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. The introductory course in archaeology (Anthropology 206) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and take both Greek and Roman history as well as Greek and Roman art. Students who concentrate on the ancient Near East must have an elementary knowledge of one ancient Near Eastern language. Attention is called to Hebrew 101-102 and 201-202 and to the Brandeis exchange program.

Students should plan for at least one summer of excavation and/or travel.

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### CNEA 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

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### CNEA 360 Senior Research Thesis

Prerequisite: By permission of Director. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

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### CNEA 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

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## Related Courses

*Required for the Major in Classical and Near Eastern Archaeology*

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ANTH 206 Archaeology

## Major in Greek

A major in Greek provides an opportunity to learn about the ancient Hellenic world directly through the study of ancient language and to examine the authors' original idiom and expression in historical context.

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### GRK 101 Beginning Greek I

*Dougherty*  
An introduction to Ancient Greek language.  
*Four periods.*  
Prerequisite: Open to students who do not present Greek for admission.  
Distribution: None  
Semester: Fall  
Unit: 1.0

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### GRK 102 Beginning Greek II

*Colaizzi*  
Further development of language skills and reading from Greek authors. *Four periods.*  
Prerequisite: 101 or equivalent.  
Distribution: None  
Semester: Spring  
Unit: 1.0

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### GRK 201 Plato

*Lefkowitz*  
Study of selected dialogues of Plato. Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. *Three periods.*

Prerequisite: 101 and 102 or two admission units in Greek or by permission of the instructor.  
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy  
Semester: Fall  
Unit: 1.0

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### GRK 202 Homer

*Dougherty*  
Study of selected books in Greek from Homer's *Iliad* or *Odyssey* with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period. *Three periods.*

Prerequisite: 201  
Distribution: Historical Studies or Language and Literature  
Semester: Spring  
Unit: 1.0

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### GRK 250 Research or Individual Study

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

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### GRK 250H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### GRK 301 Selected Readings I

*Dougherty*

Topic for 2000–01: Prose and Poetry of the Early Classical Period: The Cultures within Greek Culture. By the end of the sixth century BCE, Greece is poised at a point of transition from the archaic to the classical periods, and this class will explore issues of difference, diversity and distinction within Greece at the beginning of the fifth century BCE. What are the competing forces at work within Greek culture, forces that eventually produce the art, literature, and institutions that have come to define classical Greece? The class will be closely coordinated with a conference to be held at Wellesley College, bringing together literary scholars, historians, art historians, and archeologists in an interdisciplinary effort to address these issues. Students will have the opportunity to meet these scholars and to comment on their papers.

Prerequisite: 202

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### GRK 302 Selected Readings II

*Lefkowitz*

Topic for 2000–01: Greek Religious Texts. The ancient Greeks did not have a Bible, but learned about their gods from epic poetry. In this class we will read Hesiod's *Theogony*, an account of the creation of the world, and some of the more important *Homeric Hymns*. We will consider the influence on these works of Near Eastern thought and poetic techniques, and discuss the relation of these mythological accounts to worship of the gods in festivals and cults.

Prerequisite: 202 or by permission of instructor.

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

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### GRK 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### GRK 350H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### GRK 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### GRK 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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### REL 298 New Testament Greek

## Major in Latin

A major in Latin provides an opportunity to learn about the ancient Roman world directly through the study of ancient language and to examine the authors' original idiom and expression in historical context.

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### LAT 101 Beginning Latin I

*Starr*

Introduction to the Latin language; development of Latin reading skills. *Four periods.*

Prerequisite: Open to students who do not present

Latin for admission or by permission of the instructor.

Distribution: None

Semester: Fall

Unit: 1.0

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### LAT 102 Beginning Latin II

*Reay*

Further development of Latin reading and language skills. *Four periods.*

Prerequisite: 101

Distribution: None

Semester: Spring

Unit: 1.0

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### LAT 200 Intermediate Latin I: Literary Love Affairs

*Colaizzi*

A survey of famous Latin authors, focusing on literary love affairs. Selections from such authors as Catullus, Horace, Ovid, Petronius, and Seneca and from Medieval Latin lyrics. Systematic review of Latin grammar; focused vocabulary building; introduction to Latin meter; reference tools for improved reading; Internet resources for Latin literature. *Three periods.*

Prerequisite: 102 or [103] or three admission units in Latin or by permission of instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**LAT 201 Intermediate Latin II: Vergil and Augustus**

*Starr*

Vergil's *Aeneid*, *Georgics*, and *Eclogues* in their literary context of both Greek poetry (Homer, Apollonius of Rhodes, Euripides) and Latin poetry (Ennius, Lucretius, Catullus, Horace) and in their historical context in the reign of Augustus, the first Roman emperor. Readings in Latin from Vergil and in translation from other ancient works. Use of Internet resources on Vergil and Rome. *Three periods.*

Prerequisite: 200 or four admission units in Latin; by permission of instructor with [103] or three admission units in Latin.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**LAT 210: Sight Reading Latin Literature**

*Colaizzi*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Weekly meetings to read both Latin prose and poetry at sight. Emphasis on developing the skills and confidence necessary to approach new authors.

Prerequisite: 200 or higher or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O. Offered in 2001–02.

Unit: 0.5

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**LAT 250 Research or Individual Study**

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**LAT 250H Research or Individual Study**

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

---

**LAT 300: Roman Satire**

*Starr*

**NOT OFFERED IN 2000–01.** The Romans claimed satire as the only uniquely Roman literary genre. Its subjects varied widely from philosophy and morality to dinner parties, love affairs with gladiators, and the details of everyday life; its tone ranged from Horace's smiling critiques to Juvenal's outrage. Focusing on Horace's and Juvenal's Satires, we'll read extensively in other satirists in translation as we examine how satirical writing developed in Rome and what it reveals about Roman life.

Prerequisite: 201 or by permission of the instructor, with a 5 on at least one Latin AP exam and satisfactory performance on the Wellesley placement test.

Distribution: Language and Literature or Historical Studies

Semester: N/O

Unit: 1.0

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**LAT 301 Visions of Rome**

*Starr*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** The ancient Romans saw Rome as an ideal dream, founded on religion, law, and morality, and as once-great but now corrupt, collapsing in moral decay, and they transformed Roman history into myth. Selected readings from various Latin authors, such as Cicero, Sallust, Augustus, Horace, Propertius, Vergil, Livy, Seneca, Lucan, Tacitus, and Juvenal; readings in translation from other Roman texts and from contemporary Greek authors.

Prerequisite: 201 or by permission of instructor, with a 5 on at least one Latin AP exam and satisfactory performance on the Wellesley placement test.

Distribution: Language and Literature or Historical Studies

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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**LAT 304 Cicero**

*Starr*

**NOT OFFERED IN 2000–01.** Cicero's philosophical essays and orations; his intellectual and political world; the influence of Greece; the development of Latin oratory and prose and of Roman philosophy and political thought. *Three class meetings per week.*

Prerequisite: 201 or by permission of the instructor, with a 5 on at least one Latin AP exam and satisfactory performance on the Wellesley placement test.

Distribution: Language and Literature or Historical Studies

Semester: N/O

Unit: 1.0

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**LAT 305 Plautus**

*Colaizzi*

Rome's greatest playwright, Plautus added wit, song, slapstick, and plenty of sarcasm to the tradition of New Comedy which he inherited from Menander and his contemporaries. We will read selections, in Latin and in translation, from Plautus' 20 plays while considering stereotypical comic roles (*senex iratus*, *servus callidus*, *miles gloriosus*, *adulescens*, *leno*), and plot devices (missing children, swindling schemes, love intrigues).

Prerequisite: 201 or by permission of instructor, with a 5 on at least one Latin AP exam and satisfactory performance on the Wellesley placement test.

Distribution: Language and Literature or Historical Studies

Semester: Fall

Unit: 1.0



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**LAT 347 Seminar**

Reay

Topic for 2000–01: Tacitus' *Dialogus de Oratoribus*. Tacitus' *Dialogus de Oratoribus* will be the central text for our investigation of Roman reflection on the interrelationships of eloquence, morality, and politics, past, present, and future. Is civil strife a prerequisite for eloquence? Is poetry a valid or effective mode of political expression? How is morality connected to freedom and tyranny? Consideration of the genre of dialogue and its Graeco-Roman history. Additional readings in Latin and English from Cicero, Seneca, Quintilian, Lucan, and Tacitus.

Prerequisite: 201 or by permission of the instructor, with a 5 on at least one Latin AP exam and satisfactory performance on the Wellesley placement test.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

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**LAT 350 Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**LAT 350H Research or Individual Study**

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**LAT 360 Senior Thesis Research**

Prerequisite: By permission of the department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**LAT 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**Related Courses**

Courses from this list may be counted toward the majors in Classical Civilization and Classical and Near Eastern Archaeology, as indicated. Other courses not listed may be included in the majors by the approval of the chair. All are recommended as related work for majors in Greek and Latin.

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ANTH 206 Archaeology (CLCV, CNEA)

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ANTH 242 The Rise of Civilization (CNEA)

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ARTH 100 Introduction to the History of Art: Ancient and Medieval Art (CLCV, CNEA)

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ARTH 100/WRIT 125 04, 05 Introduction to the History of Art: Ancient and Medieval Art (CLCV, CNEA)

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ARTH 241 Egyptian Art (CLCV, CNEA)

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ARTH 242 Greek Art (CLCV, CNEA)

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ARTH 243 Roman Art (CLCV, CNEA)

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ARTH 334 Seminar. Issues in Ancient Art and Archaeology (CLCV, CNEA)

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HEBR 101-102 Elementary Hebrew (CNEA)

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HEBR 201-202 Intermediate Hebrew (CNEA)

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HIST 100 Introduction to Western Civilization (CLCV)

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HIST 229/329 Alexander the Great: Psychopath or Philosopher King (CLCV, CNEA)

---

HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon (CLCV, CNEA)

---

HIST 231 History of Rome (CLCV, CNEA)

---

HIST 232 The Making of the Middle Ages, 500 to 1200 (CLCV)

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ITAL 263 Dante (in English) (CLCV)

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PHIL 201 Ancient Greek Philosophy (CLCV)

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PHIL 311 Plato (CLCV)

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PHIL 312 Aristotle (CLCV)

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POL4 240 Classical and Medieval Political Theory (CLCV)

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REL 104 Study of the Hebrew Bible/Old Testament (CLCV, CNEA)

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REL 105 Study of the New Testament (CLCV, CNEA)

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REL 140 Introduction to Jewish Civilization (CLCV)

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REL 204 Law in the Ancient Near East and Hebrew Bible/Old Testament (CLCV, CNEA)

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REL 205 Genesis and the Ancient Near East Mythologies (CLCV)

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REL 206 The Problem of Evil in Ancient Near Eastern Religions (CLCV)

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REL 210 The Gospels (CLCV)

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REL 211 Jesus of Nazareth (CLCV)

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REL 212 Paul: The Controversies of an Apostle (CLCV)

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REL 241 Emerging Religions: Judaism and Christianity 150 B.C.E to 500 C.E. (CLCV)

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REL 243 Women in the Biblical World (CLCV)

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REL 244 Jerusalem: The Holy City (CLCV, CNEA)

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REL 298 New Testament Greek (CLCV)

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REL 308 Seminar. Paul's Letter to the Romans (CLCV)

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REL 310 Seminar. Gospel of Mark (CLCV)

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REL 342 Seminar. Rabbis, Romans, and Archaeology (CLCV, CNEA)

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## Directions for Election

*Greek and Latin:* All students majoring in Greek must complete four units of Grade III work; all students majoring in Latin are required to complete four units of Grade III work. Study of Vergil, either in 201 or at the Grade III level, is strongly recommended.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

*Advanced Placement Policies and Language Requirement:* A student entering Wellesley must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement. All students who wish to elect a Grade II or higher Latin course must take the Latin Placement examination. Students who offer a Latin AP score of 5 should normally elect Grade III Latin; credit will not be given for AP Vergil if the student elects LAT 201. AP Latin Literature will be counted as a grade II course for the major.

*Classical Civilization:* A student who wishes to major in Classical Civilization should plan with her major advisor an appropriate sequence of

courses, which should include one unit each in at least two of the following three areas: (1) Literature (2) History, Society, Religion, Philosophy (3) Art and Archaeology. For students in the class of 2003 or later, the major program should ordinarily contain at least four units of work (or two units of 300-level work) in either Greek or Latin, and either CLCV 102 or CLCV 104 and two units at the 300-level, one of which must be CLCV or GRK or LAT, for a total of nine units. Programs proposed for the major must be approved by the major advisor and the Department chair.

*Classical and Near Eastern Archaeology:* Students who wish to major in Classical and Near Eastern Archaeology can plan with the program director an appropriate sequence of courses, which should include work in such areas as art, anthropology, ancient languages, history, and religion.

Courses in ancient history, ancient art, ancient philosophy, and classical civilization are recommended as valuable related work. Students are strongly encouraged to elect at least one course involving the material culture of the ancient world.

In addition to the traditional Honors thesis program consisting of 360 and 370 work in the major, Greek, Latin, and Classical Civilization majors may choose the department's Plan B honors program, which provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Students normally elect a unit of 350 to prepare a special project which would be included in the Honors examinations.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology, and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.

Students interested in obtaining certification to teach Latin and Classical Humanities in the Commonwealth of Massachusetts should consult the department Chair and the Chair of the Department of Education.

# Cognitive Science

## AN INTERDEPARTMENTAL MAJOR AND MINOR

Director: *Lucas (Psychology)*

A major in Cognitive Science is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of the mind, as well as with substantive training in one of the component disciplines (Psychology, Artificial Intelligence, Linguistics, or Philosophy. Students interested in a focus in Neuropsychology are advised to consider the Psychobiology/Neuroscience major).

Students majoring in Cognitive Science must take a minimum of ten (10.0 unit) courses for the major. Courses eligible to be taken for the major are listed below although students are encouraged to consult the MIT Catalogue for additional offerings in the major. *This major will be replaced by the Cognitive and Linguistic Sciences major. The Cognitive Science major will be available for the classes of '01, '02 and '03, but not for the class of '04 and beyond.*

### Core Courses:

Students must fulfill the following five core requirements:

- CS 111 Introduction to Computer Science
- LANG 114 Introduction to Linguistics or PSYC 216 Psychology of Language
- One of PSYC 215-219 or BISC 213
- PHIL 215 Philosophy of Mind

And CGSC 300: Seminar. Topics in Cognitive Science

### Concentrations:

The student must also design a concentration for the major that involves a minimum of four units, one of which must be at the 300 level. The tenth unit can (but need not) be a course listed under a different concentration. Students in any concentration may also elect independent studies and honors projects. In designing concentrations, students should consult the following recommendations for possible concentrations:

#### Psychology:

Students who concentrate in psychology must take PSYC 205 and 214r. In addition at least two of the following courses should be taken: PSYC 215-219, 316, 318, 319, 335; LANG 322; BISC 213, 315.

#### Computer Science:

Students concentrating in computer science must take CS 230 and CS 232. In addition, at least two of the following courses should be taken: CS 231, 235, 249, 251, 305, 310, 331, 332.

#### Linguistics:

In addition to LANG 114, students concentrat-

ing in linguistics should take at least 4 of any of the following courses: LANG 240, 244, 312, 322; 327, 329; PSYC 216, 316; PHIL 207.

#### Philosophy:

Students concentrating in philosophy should take at least 4 of any of the following courses: PHIL 207, 216, 217, 221, 314, 345. PHIL 313 and 345 may be taken after consultation with the student's advisor.

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### CGSC 300 Seminar. Topics in Cognitive Science

*Lucas*

**Topic for 2000-01: Evolutionary Origins of Language and Thought.** An investigation of the extent to which the extraordinary cognitive abilities of humans are the product of biological evolution. Students will read and learn to critically evaluate research which suggests that the characteristic ways in which people think and communicate are due to natural selection.

Prerequisites: Open to Juniors and Seniors who have taken at least 2 courses in the major or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Epistemology and Cognition

Semester: Spring Unit: 1.0

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### CGSC 350 Research or Independent Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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### CGSC 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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### CGSC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

A minor in cognitive science can be elected only by students who are pursuing a major in one of the following disciplines: Computer Science, Language Studies, Philosophy, Psychology, Psychobiology or Neuroscience. Students in a major other than the ones listed here should petition the Director for approval to elect a minor in cognitive science. The five (5.0) unit minor consists of the core courses listed above. Courses that are included in the core cannot also count towards the student's major. Students who minor in cognitive science are also strongly encouraged to consult the recommendations for concentrations in planning their major.

# Cognitive and Linguistic Sciences

## AN INTERDEPARTMENTAL MAJOR

Director: *Lucas (Psychology)*

Cognitive and Linguistic Sciences Advisory Committee: *Levitt (Language Studies and French), McIntyre (Philosophy), and Hildreth (Computer Science)*

A major in Cognitive and Linguistic Sciences is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of language and mind, as well as with substantive training in one of the component disciplines (linguistics, psychology, philosophy, or computer science). This major will be available for students entering in the fall of 2000.

Students majoring in Cognitive and Linguistic Sciences must take a minimum of nine units for the major, including four core units, one from each of the categories below, and a minimum of four electives in a concentration. It is recommended but not required that the ninth course be in a different concentration. Courses eligible for the major are listed below. Students are encouraged to consult the MIT Catalogue for additional offerings in the major.

### Core Courses:

Linguistics\*: LANG 114 or PSYC 216

Formal Systems Requirement\*: CS 111 or LANG 244 or PHIL 216

PHIL 215

CGSC 300: Seminar. Topics in Cognitive Science

\*Where there is a choice, students should choose the course that fits most clearly with their chosen concentration. For example, students concentrating in Linguistics should choose LANG 114 rather than PSYC 216 and students concentrating in psychology should choose PSYC 216 rather than LANG 114. Where a choice is not clear, the student should consult with her major advisor.

### Concentrations:

In designing a concentration, students need to demonstrate the intellectual coherence of their choices. Therefore, concentrations must be designed in close collaboration with each student's major advisor. Students must take at least one 300-level content course in their concentration.

### Linguistics:

Students concentrating in Linguistics must elect at least 4 courses from the following list. Three of these courses must be LANG courses, including one 300-level course: LANG 238, LANG 240, LANG 312, LANG 322, LANG 327, LANG 329, CS 235, EDUC 308, FREN 211, FREN 308, PHIL 207, PHIL 216, PSYC 216, PSYC 316, SOC 216. AMST 317 and RUSS 301 may be taken after consultation with the student's advisor.

Students will also be expected to demonstrate proficiency in a foreign language above the College's foreign language requirement (at an intermediate level or above).

### Psychology:

Students concentrating in psychology must take PSYC 205 and PSYC 214r. In addition students must elect at least two courses from the following list: PSYC 215, PSYC 217, PSYC 218, PSYC 219, or BISC 213, PSYC 316, PSYC 318, PSYC 319, PSYC 335, LANG 322, BISC 315.

### Philosophy:

Students concentrating in philosophy must elect at least 4 of any of the following courses: PHIL 207, PHIL 216, PHIL 217, PHIL 221, PHIL 313, PHIL 314. PHIL 345 may be taken after consultation with the student's advisor.

### Computer Science:

Students concentrating in computer science must take CS 230 and CS 232. In addition, students must elect at least two courses from the following list: CS 231, CS 235, CS 251, CS 305, CS 310, CS 331, CS 332.

Students in any concentration may also elect independent studies and honors projects:

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### CLSC 350 Research or Independent Study

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

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### CLSC 360 Senior Thesis Research

Prerequisite: By permission of the director. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

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### CLSC 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0



# Comparative Literature

## A STRUCTURED INDIVIDUAL MAJOR

Director: *Rosenwald (English)*

The comparative literature major is a *structured individual major* for students seeking to study literature across departmental, national, and linguistic boundaries. Students in comparative literature devise their own programs in careful consultation with two advisors, one in each of two departments, and with the director of the program.

Students who major in comparative literature should, in putting their major together, be aware of the many and diverse courses here that pertain to the study of literature.

These include, but are not limited to:

- 1) courses in literary history;
- 2) courses in particular literary genres;
- 3) courses in the theory of literature;
- 4) courses in linguistics;
- 5) courses on the theory and practice of translation.

Many courses combine or fall between these categories. Students should also be aware of the many courses on literature in translation, and should consult the list of these courses at the back of the catalog.

## Directions for Election:

- 1. Majors in comparative literature shall complete a minimum of 10 units. All courses must count towards the major in the departments in which they are offered.
- 2. All majors shall take ICPL 330, the comparative literature seminar.
- 3. In addition to ICPL 330, at least 2 more courses shall be taken at the 300 level.
- 4. Majors shall take 300-level courses in at least two languages, of which English may be one, and in at least two departments, and shall meet departmental prerequisites for these courses.
- 5. Majors shall take at least one course outside of the modern period in at least one of the literatures they are studying; what “the modern period” means for a particular literature will depend on the literature, and will be determined by the major’s advisors.
- 6. Majors shall take some course offering a theoretical perspective helpful to their particular

course of study. Sometimes this will be English 282: Introduction to Literary Theory or English 382: Criticism. But other courses, too, can meet this requirement. A student focusing on the multilingual literatures of North America might meet this requirement with Language Studies 312: Bilingualism; a student focusing on the process of intercultural adaptation and translation might meet it with French 308: Advanced Studies in Language I.

7. Majors shall take some course in which they do a substantial piece of independent work in comparative literature. This course may be ICPL 330, or a 350 in a pertinent department, or ICPL 360 and/or ICPL 370, or another course chosen by the student in consultation with her advisors.

In general, programs will be worked out in relation to the major’s particular languages and interests. Examples of possible interests would include poetry, the novel, women’s writing, and the relations between politics and literature.

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### ICPL 330 Seminar. Comparative Literature *Hickey (English)*

Topic for 2000–01: *The Languages of Lyric*. Through a study of poems and theoretical texts from different national literatures and periods, this seminar will take up the question of what constitutes “lyric,” or “the lyrical.” We’ll ponder the connections of lyric to music and the visual arts, the problem of the lyric “I,” questions of poetic form, and issues of lyric and society. The syllabus will include poetry written in several languages, to be read in translation and where possible in the original. Students will write critical essays and also experiment with more creative kinds of writing such as translation, parody, rewriting a poem in another form, setting a poem to music, or composing their own poetry. Final independent projects will develop out of each student’s particular interests in the lyric.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

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### ICPL 360 Senior Thesis Research

Prerequisite: By permission of the Director. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### ICPL 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0



# Department of Computer Science

Professor: *Hildreth, Shull*<sup>a</sup>

Associate Professor: *Metaxas (Chair)*

Assistant Professor: *Downey, Stephan, Turbak*

Visiting Assistant Professor: *Alvarez, Anderson*

Laboratory Instructor: *Herbst, Moody, Tzeng*

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## CS 100 Introduction to Internet Research and Resources

*Orr (Office for Information Services)*

An introduction to computers and the World Wide Web. Students learn to search, access, and critically evaluate information available on the Internet. Topics include an exploration of copyright, privacy, and security issues of digital data and electronic communications, together with the basic computer science underpinnings of these issues. Students use HTML and other authoring tools to maintain a web-published portfolio of their internet research. Students with significant computing and internet experience should consider 110 or 111. *Students must take 100 as Credit/Non.* Consult "Choosing an Introductory Computer Science Course" online at <http://www.wellesley.edu/CS/whichCS1xx.html>.

Prerequisite: None. No prior background with computers is expected.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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## CS 110 Computer Science and the Internet

*Metaxas, Anderson, Staff*

This course will use the Internet as a domain to explore fundamental concepts in computer science. Topics include: design and analysis of algorithms; computational complexity; network security and reliability; decidability; and the impact of computers on society. Students learn the science and art of computer programming by building applications for the Internet using HTML, Java Script, and Java applets. *Students are required to attend an additional discussion section each week. Students considering additional computer science courses should take 111, not 110. Students cannot receive MM distribution credit for both 110 and 111.* Consult "Choosing an Introductory Computer Science Course" online at <http://www.wellesley.edu/CS/whichCS1xx.html>.

Prerequisite: 100 or by permission of the instructor.

No prior background with computers is expected.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

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## CS 111 Computer Programming and Problem Solving

*Alvarez, Stephan, Turbak*

An introduction to problem solving through computer programming. Using the Java programming language, students learn how to read, modify, design, debug, and test algorithms that satisfy problem specifications. Programming concepts include control structures, data structures, abstraction, recursion, modularity, and object-oriented design. Students explore these concepts in the context of interactive programs involving graphics, music, text, games, data analysis, user interfaces, and web pages. *Students are required to attend an additional 2-hour laboratory section each week. Required for students who wish to major or minor in computer science or elect more advanced courses in the field. Students cannot receive MM distribution credit for both 110 and 111.* Consult "Choosing an Introductory Computer Science Course" online at <http://www.wellesley.edu/CS/whichCS1xx.html>.

Prerequisite: None. 100 is recommended for students with no prior computer background.

Distribution: Mathematical Modeling. Does not satisfy laboratory requirement.

Semester: Fall, Spring

Unit: 1.0

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## CS 115/PHYS 115 (Wintersession) Robotic Design Studio

*Turbak, Berg*

In this intensive course, students are introduced to engineering principles as they design and assemble robots out of LEGO parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a Robot Exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, math, biology, psychology, engineering, and art. *Students may register for either CS 115 or PHYS 115. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Wintersession

Unit: 0.5

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## CS 215/ARTS 215 The Art and Science of Multimedia

*Metaxas, Ribner*

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating the collaboration between fields that have been unrelated until recently.

This course, team-taught by faculty of the Art and Computer Science departments, gives students a unique opportunity to be exposed to the knowledge and expertise of an exciting synthesis of disciplines. The course will cover a wide list of topics from: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the WWW; media selection; and editing. In addition to scheduled assignments, students are expected to produce a professional-level multimedia project that will be published on CD-ROM. *Students may register for either CS 215 or ARTS 215. Credit will be given in the department in which the student is registered.*

Prerequisite: By permission of the instructors. File application on-line (<http://www.wellesley.edu/CS/courses/CS215/applic215.html>) before pre-registration. At least one CS course (CS 110 or CS 111) and one ARTS course (ARTS 109, ARTS 105, or ARTS 108) are required. CS 111 and ARTS 214 are strongly recommended.

Distribution: Mathematical Modeling or Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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### CS 230 Data Structures

*Hildreth, Downey*

An introduction to techniques and building blocks for organizing large programs. Topics include: modules, abstract data types, recursion, algorithmic efficiency, and the use and implementation of standard data structures and algorithms such as lists, trees, graphs, stacks, queues, priority queues, tables, sorting, and searching. Students become familiar with these concepts through weekly programming assignments using the Java programming language.

Prerequisite: 111 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

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### CS 231 Fundamental Algorithms

*Alvarez*

An introduction to the design and analysis of fundamental algorithms. General techniques covered: Divide-and-conquer algorithms, dynamic programming, greediness, probabilistic algorithms. Topics include: sorting, searching, graph algorithms, compression, cryptography, computational geometry, and NP-completeness.

Prerequisite: 230

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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### CS 232 Artificial Intelligence

*Hildreth*

An introduction to Artificial Intelligence (AI), the design of computer systems that possess and acquire knowledge and can reason with that knowledge. Topics include knowledge representation, problem solving and search, planning, vision, language comprehension and production, learning, and expert systems. To attain a realistic and concrete understanding of these problems, CommonLisp, an AI language, will be taught and used to implement the algorithms of the course. *Alternate year course.*

Prerequisite: 230 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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### CS 235 Languages and Automata

*Alvarez*

An introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, push-down automata and Turing machines.

Prerequisite: 230. MATH 225 recommended.

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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### CS 240 Introduction to Machine Organization with Laboratory

*Stephan*

An introduction to machine organization and assembly language programming. Topics include an overview of computer organization, introduction to digital logic and microprogramming, the conventional machine level and assembly language programming, and introduction to operating systems. *Students are required to attend one three-hour laboratory appointment weekly.*

Prerequisite: 230

Distribution: Mathematical Modeling. This course satisfies the laboratory requirement.

Semester: Fall

Unit: 1.25

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### CS 249 Topics in Computer Science

**NOT OFFERED IN 2000-01.**

Prerequisite: 230, or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

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### CS 250 Research or Individual Study

Prerequisite: 230 or permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit 1.0

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### CS 250H Research or Individual Study

Prerequisite: 230 or permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### CS 251 Theory of Programming Languages

*Turbak*

An introduction to the dimensions of modern programming languages. Covers major programming paradigms: functional, imperative, object-oriented, and logic-oriented. Topics include syntax, naming, state, data, control, concurrency, non-determinism, and types.

Prerequisite: 230

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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### CS 301 Compiler Design

*Turbak*

A survey of the techniques used in the implementation of programming language translators. Topics include lexical analysis, the theory of parsing and automatic parser generators, semantic analysis, code generation, and optimization techniques. *Alternate year course.*

Prerequisite: 240, 251

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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### CS 307 Introduction to Computer Graphics

*Anderson*

A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: graphics hardware, fundamentals of two and three dimensional graphics such as clipping, windowing, and coordinate transformations, raster graphics techniques such as line drawing and filling algorithms, hidden surface removal, shading, color and animation. Students learn how to design graphics displays using a state-of-the-art computer graphics software package.

Prerequisite: 230

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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### CS 310 Theory of Computation

**NOT OFFERED 2000–01. OFFERED IN 2001–02.** Why are some problems easy to solve, while others are nearly impossible? We study inherent properties of computational problems in order to see how they relate to quantitative aspects of the algorithms that solve them. The course seeks to classify problems according to common mathematical structures and to understand the relationships between problem classes. Topics include standard deterministic and non-

deterministic complexity, oracles, Boolean circuit complexity, advice functions, randomized complexity, protocols and Kolmogorov complexity. *Alternate year course.*

Prerequisite: 235 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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### CS 331 Parallel Machines and Their Algorithms

*Metaxas*

This course is a broad introduction to parallelism that studies problem solving using a large number of cooperating processing elements. It is divided into four parts. First, it introduces the need for parallel computation and describes some of the fundamental algorithmic techniques. The second part surveys some of the most popular interconnection networks employed in today's parallel computers. In the third part, several parallel algorithms are designed and implemented on a computer containing 1,000 processors. A short project composes the last part. *Alternate year course.*

Prerequisite: 231 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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### CS 332 Visual Processing by Computer and Biological Vision Systems

**NOT OFFERED 2000–01. OFFERED IN 2001–02.** An introduction to algorithms for deriving symbolic information about the three-dimensional environment from visual images. Aspects of models for computer vision systems will be related to perceptual and physiological observations on biological vision systems. Assignments will use computer vision software written in CommonLisp. Topics include: edge detection, stereopsis, motion analysis, shape from shading, color, visual reasoning, object recognition. *Alternate year course.*

Prerequisite: 230, or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: N/O. Offered in 2001–2002.

Unit: 1.0

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### CS 340 Computer Architecture with Laboratory

*Stephan*

An examination of computer hardware organization. Topics include: architecture of digital systems (gates, registers, combinatorial and sequential networks), fundamental building blocks of digital computers, control logic, microprogramming, microprocessor, pipelined and multi-processor systems and new technologies. *Students are required to attend one three-hour*

*digital laboratory appointment each week.*  
*Alternate year course.*

Prerequisite: 240

Distribution: Mathematical Modeling. This course satisfies the laboratory requirement.

Semester: Spring

Unit: 1.25

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### CS 341 Operating Systems

**NOT OFFERED 2000–01. OFFERED IN 2001–02.** An examination of the software systems that manage computer hardware. Topics include processes, interprocess communication, process coordination, deadlock, memory management, swapping, paging, virtual memory, input/output management, file systems, protection, security, networks, distributed systems, multiprocessors, and massively parallel machines. *Alternate year course.*

Prerequisite: 240 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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### CS 349 Advanced Topics in Computer Science

*Downey*

**Networks.** A systems-oriented approach to data networks, including a theoretical discussion of common networking problems and an examination of modern networks and protocols. Topics include point-to-point links, packet switching, internetworking, end-to-end protocols, congestion control, and security. Projects may include client-server applications and network measurement tools. *Alternate year course.*

Prerequisite: 230, 240 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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### CS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### CS 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit 0.5

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### CS 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### CS 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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### EXP 303 Bioinformatics and Molecular Computing

*Attention Called*

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### PHYS 219 The Art of Electronics

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## Directions for Election

Students majoring in computer science must complete 111, 230, 231, 235, 240, 251, two Grade III courses other than 350, 360 or 370, and at least one additional computer science course at the Grade II or Grade III level. Students who do not take 111 must replace this requirement with one additional computer science course at the Grade II or Grade III level. Computer science courses at MIT or other institutions used to meet the nine course requirement must be approved in *advance* by the Department chair on an individual basis. In addition, all majors in computer science will be expected to complete (1) either MATH 225 or MATH 305, and (2) at least one additional course in mathematics at the Grade II or Grade III level. Students are encouraged to complete the Grade II level CS and mathematics requirements as early in the major as possible. Students are encouraged to consult the *Computer Science Student Handbook* for suggestions of possible course schedules for completing the major. Students considering a junior year abroad should consult a faculty member in the department as soon as possible in their sophomore year to plan a schedule of courses to complete the major.

All computer science majors are required to participate in the *Computer Science Student Seminar* held throughout the academic year. In this seminar, students have the opportunity to explore topics of interest through reading and discussion, field trips, invited speakers, independent research projects, or software development projects.

The computer science 5 course minimum minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of Computer Science 111, 230, 240, either 231 or 235, and at least one Grade III level computer science course. Students who do not take 111 must replace this requirement with one additional computer science course at the Grade II or Grade III level.



Students may receive a maximum of 1 unit of credit for a score of 4 or 5 on the Computer Science A or AB advanced placement exam. This unit can be counted toward the computer science major or minor at the 100 level. Students receiving AP credit for computer science should consult with the department regarding enrollment in 230.

Students who plan to pursue graduate work in computer science are strongly encouraged to develop their background in mathematics, particularly in the areas of linear algebra, probability and statistics, and graph theory. Such students should elect one or more of 305, 310 or MATH 305. In addition, students who are planning either graduate work or technical research work are further encouraged to obtain laboratory experience by electing one or more of 301, 340, 350/360 or appropriate courses at MIT. Majors who are interested in writing a senior honors thesis are urged to discuss their plans with either their advisor or the Department chair as early as possible in their junior year.

Students interested in an interdepartmental major (and minor, if applicable) in Cognitive Science or Cognitive and Linguistic Sciences are referred to these listings in the catalog.

## Department of Economics

Professor Emeritus: *Goldman*

Professor: Case, Joyce<sup>A</sup>, Lindauer, Matthaei<sup>A</sup>, Morrison<sup>A2</sup>, Witte<sup>A2</sup>

Associate Professor: Andrews<sup>A</sup>, Kauffman, Levine, Skeath (Chair), Velenchik<sup>A</sup>

Assistant Professor: Ardagna, Blomberg, Coile, Johnson, Taylor, Weerapana

Visiting Assistant Professor: *Harper, Monks*

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### ECON 101 Principles of Microeconomics

#### *Staff*

Starting in 2000–01, students will begin their study of economics by taking 101. This first course in economics introduces students to the market system. Microeconomics considers the decisions of households and firms about what to consume and what to produce, and the efficiency and equity of market outcomes. Supply and demand analysis is developed and applied. Policy issues include price floors and ceilings, competition and monopoly, income distribution, and the role of government in a market economy.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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### ECON 102 Principles of Macroeconomics

#### *Staff*

This course follows 101 and analyzes the aggregate dimensions of a market-based economy. Topics include the measurement of national income, economic growth, unemployment, inflation, business cycles, the balance of payments, and exchange rates. The impact of government monetary and fiscal policies is considered.

Prerequisite: 101. Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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### QR 199 Introduction to Social Science Data Analysis

*Gulati (Political Science), Kauffman*

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this



course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students must register for a laboratory section which meets an additional 70 minutes each week.*

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.  
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.  
Semester: Fall, Spring Unit: 1.0

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### ECON 200 Econometrics

*Blomberg, Coile, Levine, Witte*

Application of statistical methods to economic problems. Emphasis will be placed on regression analysis that can be used to examine the relationship between two or more variables. Issues involved in estimation, including goodness-of-fit, statistical inference, dummy variables, heteroskedasticity, serial correlation, and others will be considered. Emphasis will be placed on real-world applications.

Prerequisite: QR 199; 101 and 102, or for students who have completed one course and are taking the other; and MATH 115.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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### ECON 201 Intermediate Microeconomic Analysis

*Johnson, Levine, Monks, Skeath*

Intermediate microeconomic theory: analysis of the individual household, firm, industry and market, and the social implications of resource allocation choices. Emphasis on application of theoretical methodology.

Prerequisite: 101, 102 and MATH 115.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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### ECON 202 Intermediate Macroeconomic Analysis

*Ardagna, Blomberg, Weerapana*

Intermediate macroeconomic theory: analysis of fluctuations in aggregate income and growth and the balance of payments. Analysis of policies to control inflation and unemployment.

Prerequisite: 101, 102 and MATH 115.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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### ECON 204 U.S. Economic History

*Kauffman*

This course traces the structure and development of the U.S. economy from Colonial times to World War II; and highlights historical episodes including the start of the nation, through slavery, the westward movement, the Civil War, to the Great Depression. Specific topics include agriculture, trade, technology, finance and labor. Emphasis on relating U.S. historical experience to current economic problems.

Prerequisite: 101 and QR 199 or its equivalent.  
Distribution: Historical Studies or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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### ECON 210 Financial Markets

**NOT OFFERED IN 2000-01.** Overview of financial markets and institutions, including stock and bond markets, money markets, derivatives, financial intermediaries, monetary policy, and international currency markets.

Prerequisite: 101 and 102, and QR 199 or its equivalent.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### ECON 212 Trade and Migration

*Harper, Lindauer*

An introduction to international trade in theory and practice. Emphasis on the application of microeconomic principles in international economics. Topics to be covered include the debate over free versus fair trade; trade and the welfare of workers in developed and developing nations; the use of tariffs, quotas and other instruments of protection; trade deficits; and the costs and benefits of international migration.

Prerequisite: 101 and 102.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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### ECON 213 International Finance and Macroeconomic Policy

*Weerapana*

This course introduces the study of macroeconomics in an open economy. Topics include basic features of foreign exchange markets, the structure of the balance of payments accounts, and the effectiveness of macroeconomic policy under fixed and flexible exchange rates and varying degrees of capital mobility. The course also examines the evolution of the international

financial system, the role of the IMF, the creation of the European Monetary Union and the recent financial crises in East Asia, Russia and Brazil.

Prerequisite: 101 and 102.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ECON 215 Federal Tax Policy

#### *Case*

An introduction to and economic analysis of the Federal tax system, including the Individual Income Tax, the Corporation Income Tax, Social Security taxes, and the Gift and Estate Tax. Economic analysis will focus on equity and efficiency. Policy issues to be covered include the effect of taxes on savings, investment, and labor supply. Also covered will be alternatives to the current structure including "flat taxes" and value-added taxes.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Spring

Units: 1.0

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### ECON 220 Development Economics

#### *Lindauer*

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic growth for poor nations. Review of policy options and prospects for low and middle income economies. Specific topics include: population growth, poverty and income distribution, foreign aid, and human resource strategies.

Prerequisite: 101 and 102, and QR 199 or its equivalent.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ECON 222 Games of Strategy

#### *Skeath*

Should United Airlines match the cheap fares offered by America West on their common routes? Would it make sense to sell your house at an auction where the highest bidder gets the house, but only pays the second-highest bid? Should the U.S. government institute a policy of never negotiating with terrorists? In business, politics, and everyday life, the effects of your decisions often depend on how others react to them. This course will introduce some basic concepts and insights from the theory of games (backward induction, prisoners' dilemmas, brinkmanship, coordinating moves, pre-commitment) that can be used to understand any such situation in which strategic decisions are made. The course will emphasize applications rather than formal theory. Extensive use will be made of

in-class experiments, examples, and cases drawn from business, economics, politics, movies, and current events.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### ECON 225 Urban Economics

#### *Case*

Analysis of the location decisions of households and firms. Topics include real estate development and finance, housing markets and housing finance, real estate cycles, regional economics, problems of the inner city, discrimination in housing and credit markets, homelessness, and alternative public policy responses to urban problems. The course requires several projects involving fieldwork.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ECON 226: The Economics of Education and Welfare

#### *Taylor*

Are Charter Schools a good idea? How have changes in the financing of welfare programs affected outcomes for poor single mothers? This course examines how the complexities of state and local public finance affect the delivery of vital public services. Students study the institutional details of the U.S. federal fiscal system, and build an analytical toolkit based largely on the principles of public expenditure theory and tax analysis. We apply this knowledge and these tools to analysis of two public finance programs: primary and secondary education, (the largest state-local program) and welfare.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### ECON 228 Environmental and Resource Economics

#### *Harper*

This course considers the economic aspects of resource and environmental issues. After examining the concepts of externalities, public goods and common property resources, we will discuss how to measure the cost and benefits of environmental policy, in order to estimate the socially optimal level of the environmental good. Applications of these tools will be made to air and water pollution, renewable and non-renewable resources, and global climate. In addressing each of these problems we will compare various

public policy responses such as regulation, marketable permits and tax incentives.

Prerequisite: 101 and 102.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### ECON 230 Contemporary Economic Issues

#### Topic A: Seminar. Capitalism and Social Justice

**NOT OFFERED IN 2000–01.** This seminar course is a tour of recent writing by a wide variety of thinkers on the troubled relationship between free markets, democracy, and social justice. This course explores the implications of recent thinking in economics, law, sociology, history, political theory, and philosophy for debates about the possibilities for economic and social justice after the eclipse of traditional socialism. The seminar explores two fundamental questions: (1) can liberal institutions—freedom of speech, thought, religion, inquiry, and association, due process and equal protection before the law—withstand the challenges posed by structural unemployment, knowledge-based meritocracy, and the scourge of ethnic and racial fundamentalism? (2) What are the contours of conservative and leftist thought in light of the incompetence of socialism and the social devastation characteristic of free market capitalism?

Prerequisites: 101 and 102.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

#### Topic B: Economics of Technology

*Johnson*

How do firms decide on which technology to use and which new products to develop? What level of protection should be granted using patents and copyright laws? Should scientific research be publicly funded? How does e-business change the way firms behave? This course addresses these questions by examining how economists predict, explain, and evaluate technological change. Sector studies are used to explore key issues and will include the Industrial and Green Revolutions, aerospace and biotechnology industries, the internet, and e-commerce.

Prerequisite: 101 and 102.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ECON 232 Health Economics

*Coile*

An economic analysis of the health care system and its players: government, insurers, health care providers, patients. Issues to be studied include demand for medical care, health insurance mar-

kets, cost controlling insurance plans (HMOs, PPOs, IPAs), government health care programs (Medicare and Medicaid), variations in medical practice, medical malpractice, competition versus regulation, and national health care reform.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### ECON 234 Government Policy: Its Effect on the Marketplace

**NOT OFFERED IN 2000–01.** The United States government imposes regulations on selected markets, restricts competition, corrects market failure, and intervenes in the marketplace. These government actions in the American economy will be analyzed using microeconomic tools, with primary emphasis on price, profit, quality, and safety regulation. Industry studies will provide a basis for empirical examination of the historical consequences of regulation and deregulation in selected markets.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### ECON 238 Economics and Politics

**NOT OFFERED IN 2000–01.** Does the economy influence who will win the next Presidential election? Will the European Monetary Union succeed? Does the economy perform better for right-wing or left-wing governments? The course provides an introduction to the study of the interaction between economics and the political process from both international and domestic perspectives. The emphasis is both applied and theoretical, with topics including the political business cycle, political economy war models, and central bank independence.

Prerequisite: 101 and 102.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### ECON 240 Analysis of Foreign Economies

**NOT OFFERED IN 2000–01.** The Russian Economy. A look at the economy of pre-revolutionary Russia, The New Economic Program, Collectivization, and Five Year Plans. Why has central planning been counterproductive? Why did Gorbachev's remedies not solve the problem? What are Yeltsin's chances of success? What does this experiment tell us about economic theory, and why is the transition to the market so difficult?

Prerequisite: 101 and 102.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**ECON 243 Race and Gender in U.S.  
Economic History**

**NOT OFFERED IN 2000–01.** Study of conservative, liberal and radical economic theories of gender and race inequality. Exploration of the interconnections between race-ethnicity, gender, and capitalist development in the U.S. Historical topics include Native American economies before and after the European invasion, the economics of slavery, European and Asian immigration, the colonization of Puerto Rico, the uneven entrance of women into the paid labor force, and the segmentation of labor markets by gender and race-ethnicity.

Prerequisite: 101

Distribution: Social and Behavioral Analysis or  
Historical Studies

Semester: N/O

Unit: 1.0

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**ECON 250 Research or Individual Study**

Prerequisite: Open by permission to students who have taken 101 and 102.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**ECON 301 Comparative Economic Systems**

*Goldman*

Comparative study of the treatment of economic problems under different economic systems. Analyzes the economic ideology of capitalism, utopian writings, market socialism, workers' management, and Marxism. Functions of prices, profits, and planning in allocation of resources. Compares several capitalist and socialist countries including the U.S., China, and Russia.

Prerequisite: 201 or 202.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**ECON 303 Mathematics for Economics**

*Weerapana*

This course has students apply mathematical techniques in economic analysis. Students are expected to have a good knowledge of calculus and will be introduced to topics in linear algebra, differential equations, and static and dynamic optimization. Emphasis will be placed on economic applications including maximization decisions of consumers and producers, comparative statics, phase diagram analysis of dynamic systems, and basic features of dynamic optimization.

Prerequisites: 201 and 202, Math 205.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**ECON 304 Seminar. New Institutional  
Economic History**

**NOT OFFERED IN 2000–01.** New Institutional Economic History is an interdisciplinary research program that deals explicitly with the link between institutions, institutional change, and economic performance; it departs from, but does not abandon, neoclassical economic analysis. This course will investigate the evolution of economic institutions throughout the world over the past 1,000 years. We will consider a broad range of institutional questions and use evidence from historical episodes in their analysis. How are effective trading rules created (evidence from the eleventh century Maghribi traders)? How does a government become "credible" (evidence from seventeenth-century England)? How is the depletion of natural resources prevented (evidence from eleventh-century Iceland and nineteenth-century America)? Why have Blacks consistently earned less than Whites (evidence from nineteenth- and twentieth-century America)? What are the effects of governmental tampering with housing prices (evidence from early twentieth-century Hong Kong)?

Prerequisite: 200 and 201.

Distribution: Historical Studies or Social and  
Behavioral Analysis

Semester: N/O

Unit: 1.0

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**ECON 305 Industrial Organization**

**NOT OFFERED IN 2000–01.** A course in applied microeconomics, focusing on the performance of real world markets. Emphasis on the welfare costs of market power as well as public policy responses. Topics include analysis of imperfectly competitive markets (e.g., monopolistic competition, oligopoly, imperfect and asymmetric information), firm and industry strategic conduct, and antitrust policy attempts to improve industrial performance.

Prerequisite: 201 (required) and 200 (recommended).

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**ECON 310 Public Economics**

*Taylor*

Public economics examines how government policies affect a nation's allocation of resources and distribution of income. We examine why government may or may not want to respond to externalities such as pollution, how to conduct cost-benefit analyses of public goods, and why voting mechanisms often do not lead to the optimal level of public goods provision. Our focus is



on the efficiency and equity of government expenditure and tax policies.

Prereq. 201  
Distribution: Social and Behavioral Analysis  
Semester: Fall Units: 1.0

**ECON 313 Seminar: International Macroeconomics**

**NOT OFFERED IN 2000–01.** Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include models of exchange rate determination, the choice between fixed and floating exchange rates, monetary union, policy effectiveness in open economies under different exchange rate regimes, and adjustment to balance of payments disequilibria.

Prerequisite: 202 (required) and 200 (recommended).  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**ECON 314 International Trade Theory**  
*Johnson*

Theoretical analysis of international trade. Emphasis on models of comparative advantage, determination of gains from trade and the effects of trade restrictions such as tariffs and quotas. Further topics include the role of scale economies, the political economy of protectionism, and strategic trade policy.

Prerequisite: 201  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**ECON 315 History of Economic Thought**

**NOT OFFERED IN 2000–01.** Study of the history of Western economic theory over the last 200 years. Focus on the development of mainstream, neoclassical theory out of classical political economy, as well as study of various heterodox schools, including Marxist, institutionalist, and feminist economics. Analysis of the topics of scarcity, price determination, income distribution, monopoly, unemployment, economic freedom and democracy, sexual and racial inequality, the environment, and economic methodology. Student debates on selected issues.

Prerequisite: 201 or 202.  
Distribution: Social and Behavioral Analysis or Epistemology and Cognition  
Semester: N/O Unit: 1.0

**ECON 316 Modern Economic History**  
*Morrison*

Economic crises and economic theory from the Great Depression to the present. Economic policy in war and peace. Analysis of structural change in the world economy.

Prerequisite: 202  
Distribution: Social and Behavioral Analysis or Historical Studies  
Semester: Fall Unit: 1.0

**ECON 317 Advanced Econometrics**  
*Blomberg*

This course builds upon ECON 200 (Econometrics) by allowing students to examine more advanced topics, including techniques of model specification, estimation, and evaluation. Both cross-sectional and time series models are considered.

Prerequisite: 200, 201 and 202.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**ECON 320 Seminar: Economic Development**

**NOT OFFERED IN 2000–01.** Theoretical and empirical exploration of microeconomic issues of concern to developing countries. Specific topics may include land tenure regimes and the structure of agricultural markets, the behavior of rural households in the production of output and the management of risk, the functioning of rural and urban labor markets, human capital formation and the education system, intra-household resource allocation, and the measurement and policy responses to inequality and poverty.

Prerequisite: 200, 201, and 202.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**ECON 325 Law and Economics**  
*Witte*

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law.

Prerequisite: 201  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0



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## ECON 329 Labor Economics

*Levine*

Why do women earn less than men? Why do welfare recipients rarely work? Should government spend more money on education and training? This class provides answers to these questions by analyzing the determinants of labor market outcomes, including the decision to work, the demand for labor, unemployment, and wage differentials across workers. Evaluation of public policies that affect the labor market is an integral part of the course. Specific topics examined include reforms to the welfare system, the minimum wage, subsidized education and training, anti-discrimination, and immigration policies. Recent applied economic research on these and other topics will be introduced.

Prerequisite: 200 and 201.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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## ECON 330 Advanced Topics in Economics

Current issues within the discipline of economics. Emphasis on developing appropriate methodology for specific economic questions and on student use of that methodology.

### Topic A: Finance Theory and Applications

*Monks*

This course provides analyses of financing and capital budgeting decisions within corporations. Topics include analysis of financial statements, capital markets and raising capital through stock offerings and debt, cost of capital, market valuation of corporations, risk and return, and short term asset management. Attention also is given to mergers and acquisitions, options trading, and risk management.

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

### Topic B: The Wealth of Nations

**NOT OFFERED IN 2000–01.** An introduction to economic growth. The study of economic growth and policies to promote long term growth in market economies. Two central questions are addressed: (1) how have economists conceived of the process of economic growth? and (2) how are the visions of economists translated into actual policy making? We will take a guided tour through various theories, as well as study the role of institutional structure and state

policy in shaping the economic growth of the U.S., Japan, Brazil, and some Western European countries.

Prerequisite: 201 and 202, and MATH 205 (or permission of instructor).

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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## ECON 331 Seminar. Monetary Theory and Policy

**NOT OFFERED IN 2000–01.** The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, the money supply process, monetary autonomy in an open economy, and current procedures in the U.S. and other nations.

Prerequisite: 202 (required) and 200 (recommended).

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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## ECON 333 Seminar. Fiscal Policy

*Ardagna*

The U.S. has a fiscal surplus for the first time in decades. What should be done with it: increase spending, lower taxes or pay off the national debt? This course addresses this and similar questions by examining theoretical and empirical issues concerning fiscal policy. Topics to be covered include: the economic theory of public debt and budget deficits, the political economy of budget deficits, the macroeconomic effects of large fiscal stabilizations, the current debate over the US budget surplus and the effects of fiscal policy on economic growth and income distribution.

Prerequisite: 200 and 202.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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## ECON 340 Advanced Analysis of Foreign Economics

Analysis of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure, and economic problems.

### Topic A: Seminar. The European Union

**NOT OFFERED IN 2000–01.** History and analysis of economic integration within the European Union. Topics include trade, factor flows, regional variation, monetary unification, deepening, widening, and external policy.

Prerequisite: 200, 201, and 202.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

**Topic B: Seminar. The Economics of Africa**  
**NOT OFFERED IN 2000–01.** This course will combine lectures and discussions of general themes with student research and presentations on specific countries in comparing and contrasting the economic experience of the nations of sub-Saharan Africa. Topics include the economic impact of colonialism, land tenure institutions and agricultural production, food policy, primary product exports, migration and urbanization, and industrialization.

Prerequisite: 200 and 201.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**ECON 343 Seminar. Feminist Economics**  
**NOT OFFERED IN 2000–01.** An introduction to the new field of feminist economics, a diverse and multi-faceted set of analyses which critique conventional economic theories, analyze the economics of gender difference and inequality, and advocate policies to advance the position of women. Factual, methodological, theoretical, and policy questions will be explored. Has the economic position of women been improving historically in the U.S. and in the world? Do existing economic theories embody a masculinist perspective? What role do labor markets play in perpetuating discrimination against women? How can economists best understand housework and childcare, and women's predominance in them? How do race, class, and sexuality differentiate women's economic experiences? What is a feminist analysis of welfare? What insights do feminists have for development economics? And finally, what would women's liberation mean, in economic terms?

Prerequisite: 201  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**ECON 350 Research or Individual Study**  
Prerequisite: Open by permission to juniors and seniors who have taken 201 and 202; 200 is strongly recommended. 350 students will be expected to participate in the Economic Research Seminar (see 360).  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**ECON 360 Senior Thesis Research**  
Students writing a senior honors thesis will be expected to participate regularly throughout the 360 and 370 in the Economic Research Seminar. This weekly seminar provides a forum for stu-

dents conducting independent research to present their work to fellow students and faculty.  
Prerequisite: By permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**ECON 370 Senior Thesis**  
Prerequisite: 360  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

## Related Courses

*Attention Called*

**AFR 219 Economic Issues in the African American Community**

**MATH 203 Mathematical Tools for Finance**

## Directions for Election

Economics is the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, economics examines a broad range of institutions and focuses on their interactions within a structured analytical framework. The complete survey of economics consists of both 101 and 102. Any student who plans to take economics after 101 and 102 should consult a department advisor.

**The Major in Economics**  
The economics major consists of a minimum of nine units. The major must include core coursework in microeconomics (101 and 201), macroeconomics (102 and 202), and statistics (QR 199 and ECON 200), as well as at least two Grade III units (ordinarily not counting 350, 360 or 370). A minimum of two 300-level courses must be taken at Wellesley unless a student has completed 300-level work in economics at MIT; in such a case, only one 300-level course needs to be taken at Wellesley.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the Department Handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with several other

mathematical tools, is central to the discipline. MATH 115 or its equivalent is required for all 200, 201 and 202 sections. We encourage students to consult a departmental advisor about whether additional mathematics courses might be desirable.

#### **Honors in the Major**

The department offers majors two programs for pursuing departmental honors. Under Program I, students complete two semesters of independent research (ECON 360 and 370) culminating in an honors thesis. Under Program II, a student completes one semester of independent research (ECON 350) related to previous Grade III level coursework, and then submits to an examination in economics that includes the topic covered in her research project. All honors candidates are expected to participate in the Economics Research Seminar.

#### **The Minor in Economics**

The economics minor is recommended for students wishing to develop competence in economics in preparation for work or graduate study in area studies, business, international relations, law, public administration, public health, or other such professions. The minor consists of 101, 102 and QR 199 (or an equivalent course in probability and statistics as approved by the Department), plus two additional 200 level units, ordinarily excluding 200, 201 and 202. The plan for this option should be carefully prepared; a student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics.

Students are urged to supplement their major or minor program in economics with courses from other disciplines in the liberal arts, such as history, mathematics, philosophy, political science, and sociology.

#### **Credit for Courses taken at other Institutions**

In order to obtain credit for any economics course taken at another institution during the summer or academic year, approval must be obtained in advance from the department's Transfer Credit Advisor. In general, courses from two-year colleges will not be accepted at any level. Courses taken elsewhere normally will not be transferred at the Grade III level. Economics 200, 201, and 202 ordinarily should be taken at Wellesley. Transfer students wishing to obtain transfer credit for economics courses taken prior to enrollment at Wellesley should contact the department's Transfer Credit Advisor.

#### **Placement and Exemption Examinations:**

Students who enter with Advanced Placement credit in microeconomics or macroeconomics may choose to repeat the courses covered by the AP credit (in which case the credit is forfeited) or proceed to the remaining half of the introductory sequence (for those with one unit of AP credit) or to a 200-level elective (for those with two units of AP credit). AP credit in statistics can be used to place out of QR 199. We recommend seeking advice from the department on how to proceed, particularly for students contemplating a 200-level course in their first semester. AP credits do not count toward the minimum major or minor in Economics.

# Department of Education

Professor: *Brenzel*

Associate Professor: *Beatty (Chair)*

Assistant Professor: *Hawes*

Instructor: *Speiser*

Associate in Education: *Walter Beevers (Head of English Department, Weston Public Schools); Denis Cleary (History Teacher, Concord Carlisle High School); Charlene Cook (Teacher, Mather School, Boston); Ellen Cunniff (Principal, Hinnewell School, Wellesley); Paula Fiorillo (Technology Specialist, Wellesley Public Schools); Jennifer Friedman (Teacher, Mather School, Boston); Reen Gibb (Science Teacher, Brookline High School); Matthew King (Superintendent, Wellesley Public Schools); E. Kimborough Marshall (Principal, Mather School, Boston); Marilyn Nutting (Art Specialist, Wellesley Public Schools); Diane Tutin (Teacher, Schofield School, Wellesley); Heather Woods (Information Services, Wellesley College).*

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## EDUC 102/WRIT 125 06 Education in Philosophical Perspective

*Hawes*

How can we better understand and guide learning? What are the great educational problems confronting each teacher, and each person in her own life? How can we use leading educational ideas of the past and the present? We will pursue these and similar questions through reading, reflection, discussion, and writing. Topics include: learning and teaching, educational aims and values, curriculum and schooling. *Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit towards distribution requirements and towards the Education minor. Includes a third session each week.*

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

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## EDUC 102 Education in Philosophical Perspective

**NOT OFFERED IN 2000–01.** How can we better understand and guide learning? What are the great educational problems confronting each teacher, and each person in her own life? How can we use leading educational ideas of the past and the present? We will pursue these and similar

questions through reading, reflection, discussion, and writing. Topics include: learning and teaching, educational aims and values, curriculum and schooling. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification.

Prerequisites: None

Requirements: Epistemology and Cognition

Semester: N/O

Unit: 1.0

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## EDUC 212 Seminar. History of American Education

*Beatty*

Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the origins of support for public education, the organization of urban school systems, the role of schools in the education of African Americans and other minorities, the growth of high schools and preschool education, and the impact of political, economic, and social forces in shaping American education generally. Emphasis will be placed on examining tensions and effects of educational policies and purposes in the late nineteenth and early twentieth centuries.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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## EDUC 214 Seminar. Youth, Culture, and Student Activism in Twentieth-Century America

*Brenzel*

**NOT OFFERED 2000–01.** Traditionally, educational institutions have separated youth from the larger society. At the same time, schools have been the seedbeds of youth unrest and student activism. The political activities of student groups will be studied in light of changing definitions of youth, their schooling, and dissent. We will address the relationship between society's efforts to educate the young and student activism among youth in schools as well as among "drop outs" and other disaffiliated groups.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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## EDUC 215 Understanding and Improving Schools

*Hawes*

Study of what goes into the making of good schools in a variety of settings, including urban public schools. Examination of what we mean by



“good schools” in terms of both aims and practices. We will use case studies of different kinds of people working to reform schools, including teachers, principals, education advocates, and researchers. Field work will be an integral part of the course.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**EDUC 216 Education, Society, and Social Policy**

*Beatty*

An examination and analysis of educational policies in a social context. We will study the justification, formulation, implementation, and evaluation of these policies with emphasis on issues such as equal educational opportunity; desegregation; gender equity; school choice and finance reform; bilingual, special, and preschool education; and state and national education standards. Relevant field placement may be arranged as part of this course, especially for students wishing to fulfill requirements for teacher certification.

Prerequisite: Open to sophomores, juniors and seniors

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**EDUC 220 Observation and Fieldwork**

*Hawes*

Observation and fieldwork in educational settings. This course may serve to complete the requirement of at least three documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required.

Prerequisite: 300. Mandatory credit/noncredit. Open only to students who plan to student teach and by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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**EDUC 250 Research or Individual Study**

Prerequisite: By permission of the department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**EDUC 250H Research or Individual Study**

Prerequisite: By permission of the department.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**EDUC 300 Educational Theory, Curriculum, Instruction, and Assessment**

*Beatty*

An intensive exploration of educational theories, teaching methods, and classroom practice. This course focuses on the relation of school curriculum to intellectual development, and learning, as well as on curriculum development, planning, instruction, testing, and assessment. Special additional laboratory periods for teaching presentations and an accompanying field placement for teacher certification are required.

Prerequisite: 102, 212, 215, 216, PSYC 248, or MIT 11.124 or other approved course. By permission only.

Students must apply for admission by April 1st.

Required for teacher certification.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.25

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**EDUC 302 Seminar. Methods and Materials of Teaching**

*Speiser, Hawes*

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields.

Prerequisite: 300 and by permission of the department. Open only to students doing student teaching.

Required for teacher certification.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**EDUC 303 Practicum. Curriculum and Supervised Teaching**

*Speiser, Hawes, Staff*

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at appropriate school placement required full time five days a week.

Prerequisite: Required for teacher certification.

Students must apply to the department for admission to this course in the semester before it is taken.

Corequisite: 302.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**EDUC 304 Curriculum and Instruction in Elementary Education**

*Speiser, Cook, Cumtiff, Fiorillo, Friedman, Tutin, Nutting*

A semester-length seminar taught by a team of experienced teachers. This course focuses on instructional methods and curriculum materials



Distribution: Epistemology and Cognition  
Semester: Fall, Spring Unit: 1.0

## EDUC 306 Seminar. Women, Education, and Work

Brenzels

Examination of ways in which the background of women and the structure of society and work affect the lives of women, from a historical, sociological, and public policy point of view. We will study the relationships between societal institutions and the intersections among women's lives, the family, education, and work.

Prerequisites: Open to juniors and seniors.

**Distribution:** Historical Studies

Semester: Spring Unit: 1.0

EDUC 308 Seminar. World Languages  
Methodology

**NOT OFFERED IN 2000–01.** A course in the pedagogical methods of foreign languages intended to apply to any foreign language and to teaching English as a Second Language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of world-language teaching.

Prerequisite: By permission of the instructor.

**Distribution:** Social and Behavioral Analysis

Semester: N/O Unit: 1.0

## EDUC 309 Seminar. Child Care Policy in the United States

Robeson (Center for Research on Women)

This seminar examines the major policy issues in non-parental child care. We will examine current debates about the impact of early non-parental child care on children, the relationship between child care and welfare reform, and the role of government, the private sector and families in the provision of non-parental child care.

**Prerequisite:** One course in psychology or education, or by permission of the instructors.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

## EDUC 312 Seminar. History of Child Rearing and the Family

Brenzels

Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of children and families of differing social, economic, racial, and ethnic backgrounds.

**Prerequisite:** Open to juniors and seniors.

Distribution: Historical Studies

Semester: Fall Unit: 1.0

## EDUC 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring Unit: 1.0

## EDUC 350H Research or Individual Study

Prerequisite: By permission of the department.

Distribution: None

Semester: Fall, Spring Unit: 0.5

### Related Courses

*For Credit Toward the Teacher Education and Education Studies Minor*

## AMST 101 Introduction to American Studies

## ARTH 299 Museum Education

## ECON 226 Education, Welfare, and Taxes

## PSYC 207 Developmental Psychology

## PSYC 208 Adolescence

PSYC 248 Psychology of Teaching, Learning,  
and Motivation

## Directions for Election

A minor in Teacher Education consists of a minimum of five (5) units for high school or middle school teaching and seven (7) units for elementary school teaching. A minor in Educational Studies consists of a minimum of five (5) units. The College does not offer a major in Education. The Teacher Education minor consists of: (A) 102 or 212 or 215 or 216 or PSYC 248 or MIT 11.124 or other approved course; (B) PSYC 207 or 208 or MIT 9.85, and (C) 300, 302, and 303. For students seeking elementary certification, 304 and Brandeis Education 107A are also required. The Educational Studies minor consists of five (5) courses chosen from: 102, 212, 214, 215, 216, 306, 309, and 312, PSYC 207, 208, or 248, AMST 101, ARTH 299 or ECON 226 may be substituted for one of these courses. At least one 300-level course must be included.

With the exception of 300, 302, 303, 304, and 220 the Department's courses are designed for all students, not simply those planning a career in public or private school teaching. Students who wish to be certified as high school (grades 9-12), middle school (grades 5-9), or elementary (grades 1-6) teachers should obtain the Department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Generally, the program requires students to take specific courses within their teaching fields (or, for elementary education, in psychology and education, including a course on the teaching of reading which may be taken at Brandeis University), and five or six courses (two of which are the student teaching practicum and accompanying seminar, 303

and 302.) AP credits approved by the College may be counted towards teacher certification. If students are not able to register for required introductory courses they should consult with the Department about alternatives.

In addition, teacher certification requires 75 hours of field work prior to student teaching. Students enrolled in EDUC 303 Practicum may register for EDUC 220, but are not required to do so. In some circumstances, students may meet some of the requirements by submitting evidence of independent field experience. Students should plan their program of studies to fulfill these requirements in consultation with a member of the Department as early as possible.

Students with a major in a field other than the ones specified for a particular teacher certification program, may apply to have a program of study deemed appropriate by the College for the particular field of certification consistent with the state's definition of a "Bachelor's Degree of Arts and Sciences." To do so, please consult the Department as soon as possible, and well before applying to EDUC 300.

Certification in Massachusetts is recognized by many other states.

For admission to 300, 302, 303, and 304, students must apply and be formally admitted to the teacher certification program. Applications are available in the Education Department. Normally, students apply in the spring of the junior year, after having taken introductory education and psychology courses, and then take the sequence of 300-level teacher education courses (300, 302, 303, and, for elementary, 304) in the fall and spring of the senior year.

# Department of English

Professor Emeritus: *Finkelpearl*  
Professor: *Bidart, Sabin<sup>AI</sup>, Cain, Harman, Peltason, Rosenwald, Lynch (Chair), Shetley*  
Associate Professor: *Tyler, Meyer<sup>AI</sup>, Mikalachki<sup>A</sup>, Brogan, Hickey*  
Assistant Professor: *Noggle, Ko, Lee<sup>AI</sup>, Cohen*  
Visiting Assistant Professor: *Fisher, Moll, Rodensky*  
Visiting Instructor: *Barber*  
Senior Lecturer: *Sides, Cezair-Thompson*  
Mellon Postdoctoral Fellow in English: *Davidis*

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## ENG 112 Introduction to Shakespeare *Peltason*

Study of a number of representative plays with emphasis on their dramatic and poetic aspects.  
Prerequisite: None. Especially recommended to non-majors.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Fall Unit: 1.0

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## ENG 113 Studies in Fiction *Sides*

Fiction comes in three forms: the short story, the novella, and the novel. Let's think about the distinctive charms and powers of each as we read great writers from around the world. Taught primarily in lecture, this course is not writing intensive. Authors may include: Chekhov, Munro, Mahfouz, Toomer, Kawabata, Mrabet, Lawrence, James, Cather, Ha Jin. This course is designed for both English and non-English majors.  
Prerequisite: None. Especially recommended to non-majors.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

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## ENG 114 Race, Class, and Gender in Literature *Ko*

Topic for 2000-01: *Eros and the Poetics of Selfhood*. This course will explore how we conceive and talk about the experience of love, with a view towards understanding how selfhood is shaped by and further shapes our experience of love. Of particular concern will be the role that race, class, and gender play in this shaping process. The works to be read will help us to focus this particular concern, but will also address other (and related) questions—what the relation is between the erotic and the spiritual, why alternative sexualities assume centrality in imagining selfhood, and how writers refashion themselves and their experiences of love. The syllabus will likely include Plato's *Symposium*, a selection of Freud's essays, Michel Foucault's *History of Sexuality*, Petrarch's lyrics, Shakespeare's *Othello*, and contemporary films and literary works by Adrienne Rich, Frank Bidart, Marilyn Hacker, Henry David Hwang, Li-Young Lee, Spike Lee, Toni Morrison, and Jeanette Winterson.  
Prerequisite: None. Especially recommended to non-majors.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

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## ENG 120 Critical Interpretation *Brogan, Rosenwald, Bidart, Cain*

A course designed to increase power and skill in critical interpretation by the detailed reading of poems and the writing of interpretive essays.  
Prerequisite: None. Primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year.  
Distribution: Language and Literature  
Semester: Fall, Spring Unit: 1.0

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## ENG 120/WRIT 125 Critical Interpretation *Tyler, Rodensky, Hickey, Noggle, Shetley*

A course designed to increase power and skill in critical interpretation by the detailed reading of poems; with a third meeting each week to give special attention to student writing. These special sections of Writing 125 fulfill both the college Writing Requirement and the Critical Interpretation requirement of the English major.  
Prerequisite: None. Ordinarily taken in first year.  
Distribution: Language and Literature  
Semester: Fall, Spring Unit: 1.0

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## ENG 121/WRIT 125 Reading Fiction

### Topic A: The American Short Story: Past and Present

#### *Sides*

In "Unlikely Stories: The Quiet Renaissance of American Short Fiction," Vince Passaro argues that Lorrie Moore, Denis Johnson, and Rick Moody, among others, represent a new generation of writers whose work is "more idiosyncratic in its voices, less commercial in its approach" (*Harper's*, August 1999). We will survey the American short story tradition beginning with Edgar Allan Poe, often credited with inventing the form, and ending with Passaro's and our own contemporary heroes. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in English. Includes a third session each week.*

Prerequisite: None. Ordinarily taken in first year.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### Topic B: The Brontës

#### *Cohen*

Centering on analysis and interpretation of novels by Emily and Charlotte Brontë (including *Wuthering Heights*, *Jane Eyre*, *Shirley* and *Villette*), this course will also consider the childhood writing and imaginary worlds of the four Brontë siblings. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in English. Includes a third session each week.*

Prerequisite: Open to all first-year students.

Distribution: Language and Literature

Semester: Fall

Unit 1.0

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## ENG 127 Modern European and American Drama

#### *Rosenwald*

A course on some excellent and interesting plays from late 19th-century and 20th-century European and American drama, and on some of the ideas and theories connected with those plays. First, discussion of some major European dramatists and kinds of theater. The dramatists will include Ibsen, Shaw, Brecht, Artaud, Ionesco, and Weiss; the kinds of theater will include realistic theater, epic theater, the theater of cruelty, and the theater of the absurd. Then, discussion of diverse examples of post-war American drama; likely dramatists will include

María Irene Fornés, Lorraine Hansberry, Holly Hughes, Adrienne Kennedy, Tony Kushner, and Anna Devere Smith. Discussion of at least one Wellesley College theater production, and perhaps of some off-campus theater.

Prerequisite: None. Especially recommended to non-majors.

Distribution: Arts, Music, Theater, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

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## ENG 202 Poetry

#### *Bidart*

The writing of short lyrics and the study of the art and craft of poetry. *Enrollment limited to 18.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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## ENG 203 Short Narrative

#### *Sides, Cezair-Thompson*

The writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. *Enrollment limited to 18. Mandatory credit/non credit.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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## ENG 204 The Art of Screenwriting

#### *Cezair-Thompson*

The theory and practice of writing for film with special focus on a) original screenplays and b) screen adaptations of literary works. A creative writing course for those interested in film, drama, and fiction writing. Work includes writing scripts, watching and analyzing films, and a comparative study of literary works and their film adaptations e.g., Joyce/Huston's "The Dead," Hardy/Polanski's "Tess." *Enrollment limited to 18. Mandatory credit/non credit.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

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## ENG 213 Chaucer

#### *Lynch*

Feminist, Misogynist, Heretic, Moralist, Progressive, Reactionary—These are some of the conflicting labels that have been applied to Geoffrey Chaucer, enigmatic father of English poetry. This course will study Chaucer in his



many incarnations, as courtly love poet, religious homilist, bawdy prankster, in the *Canterbury Tales* and selected shorter poems.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

ENG 222 Renaissance Literature

NOT OFFERED IN 2000–01. A survey of sixteenth-century literature with an emphasis on poetry. In addition to lyric poems spanning the century, epic poetry by Spenser (Book 3 of *The Faerie Queene*) and Marlowe, and a play, the course will include early prose fiction about continental travel and London’s criminal underworld.

Prerequisite: None  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

ENG 223 Shakespeare Part I: The Elizabethan Period

*Peltason, Shetley*

The formative period of Shakespeare’s genius: comedies such as *A Midsummer Night’s Dream*, *As You Like It*, *Merchant of Venice*, and *Twelfth Night*; histories such as *Richard III*, *Richard II*, *Henry IV (Parts 1 and 2)*; the early tragedies *Romeo and Juliet* and *Titus Andronicus* and the late Elizabethan masterpiece *Hamlet*. Attention to dramatic form and poetic language; performance practices; and thematic concerns ranging from gender relations and identities to national self-consciousness.

Prerequisite: 120  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Fall Unit: 1.0

ENG 224 Shakespeare Part II: The Jacobean Period

*Sabin, Ko*

The great tragedies and the redemptive romances from the end of Shakespeare’s career. Attention to tragic form and its transformation in romance; performance practices; and thematic concerns ranging from tragic heroism to gender relations. Plays to be chosen from a group that includes: *Measure for Measure*, *Othello*, *King Lear*, *Macbeth*, *Coriolanus*, *Antony and Cleopatra*, *Cymbeline*, *The Winter’s Tale*, and *The Tempest*.

Prerequisite: 120  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

ENG 225 Seventeenth-Century Literature  
*Finkelpearl*

A study of poetry by Ben Jonson, the “Metaphysicals” (Donne, Herbert, Marvell), the “Cavalier Poets” (Carew, Lovelace, Suckling); also prose by Bacon and Sir Thomas Browne.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

ENG 227 Milton

*Tyler*

*Paradise Lost* is arguably the greatest poem in the English language, and Milton has dominated literatures written in that language since its publication in 1667. A sustained and concentrated study of this dazzling, poignant, ferocious epic, of the artistic, social and religious questions that inform it, and of the poems and prose that precede and follow it in Milton’s astonishing career. Extended consideration of why Milton retains such a powerful hold on the literary imagination, and how his writing still informs western understandings of artistic inspiration, moral and social responsibility, and human relations.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

ENG 234 Eighteenth-Century Literature  
*Noggle*

A study of some great characteristic poetry and prose from the period between 1660 and 1789, with emphasis on the relation between creating social order and subverting it. Authors to be studied may include Locke, Congreve, Dryden, Pope, Swift, Johnson, Burney, and Blake.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

ENG 241 Romantic Poetry

*Hickey*

Poems, and some prose, by six fascinating and influential poets: Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. Consideration of such “Romantic” ideas as imagination, feeling, originality, the ideal of poetry as personal expression, the relation of self and other, the natural and the supernatural, altered states of being, mortality and immortality, poetry and revolution, the meaning of art, the importance of history, and many other absorbing matters.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0



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## ENG 245 Victorian Literature

*Hickey*

Study of a diverse group of poets whose work spans several decades of major social and aesthetic change: Tennyson, Robert Browning, Elizabeth Barrett Browning, D. G. Rossetti, Christina Rossetti, Arnold, Hopkins, and Hardy. Emphasis on close reading of the poetry, with attention to its place in literary history and to the ways in which it engages with many of the compelling questions of its age—and of ours.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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## ENG 251 Modern Poetry

*Brogan*

A study of the modernist revolution and its aftermath, emphasizing its stunning achievements and deep divisions. Examination of the different versions of modernism that emerged in the beginning of the twentieth century, exploration of lines of influence that link poets, and consideration of the trajectories of individual careers. Close attention to how the work of the period's leading poets—William Butler Yeats, T.S. Eliot, Wallace Stevens, William Carlos Williams, Marianne Moore, Elizabeth Bishop, Robert Lowell, Langston Hughes, among others—reflects and responds to a period of extraordinary political and social turbulence.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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## ENG 262 The American Renaissance

*Fisher*

A study of American fiction, poetry, and autobiography from the early 19th century through the Civil War, focusing on the diverse and original voices that emerged during the period in New England and elsewhere. The course will explore the first major flowering of American literary art, focusing on such themes as constructions of the self, gendered domesticity, literary visions of nature, and the abolition of slavery. Authors will include Frederick Douglass, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Harriet Jacobs, Harriet Beecher Stowe, Emily Dickinson, Walt Whitman, and Herman Melville.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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## ENG 266 Early Modern American Literature

*Cain, Meyer*

A selection of literature from the period between the Civil War and the Great Depression, tracing the trajectory of American fiction from Realism to High Modernism. Emphasis on the ways that these texts invite and respond to questions about economics, social justice, sexual politics, and the role of literature in society. Attending closely to nuances of authorial style, classroom discussion will also consider each work in light of the ongoing debate between realism and formalism in art. Authors read will be drawn from the following: Twain, James, Roth, Chesnutt, Chopin, Dreiser, Wharton, Gilman, Stein, Toomer, Yeziarska, Fitzgerald, Hemingway, Faulkner, and Hurston.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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## ENG 267 Late Modern and Contemporary American Literature

*Brogan, Fisher, Peltason*

American literature from World War II to the present. Consideration of fiction, poetry, memoirs, essays, and film that reflect and inspire the cultural upheavals of the period. The different sections will use various emphases and approaches; possible writers to be studied include: Mailer, Morrison, Pynchon, Lowell, Bishop, Ginsberg, Burroughs, Nabokov, Ellison, Carver, Kingston, Roth, O'Connor, and DeLillo.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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## ENG 268 Special Topics in American Literature

*Bidart*

Topic for 2000–01: Contemporary Poetry. The emphasis will be on the significance and structure of individual volumes—Elizabeth Bishop's *Geography III*, Robert Lowell's *Life Studies*, Allen Ginsberg's *Howl*, Frank O'Hara's *Lunch Poems*, Sylvia Plath's *Ariel*, Adrienne Rich's *Diving into the Wreck*, John Ashbery's *Self-Portrait in a Convex Mirror*, Louise Glück's *Vita Nova*, Robert Pinsky's *The Figured Wheel*, Rita Dove's *Thomas and Beulah*, Jorie Graham's *The Dream of the Unified Field*, Yusef Komunyakaa's *Dien Cai Dau*, among others—as well as discussion of radical challenges to mainstream conceptions of the nature of poetry (e.g., “Language poetry”). The aim is not a survey, but the appreciation of the achievement of individual

authors and volumes in the context of aesthetic innovation.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### ENG 271 The Rise of the Novel

*Lee*

A study of how this dynamic genre, from humble and disguised beginnings, comes to attain the status of high literature. Focus on the way the eighteenth-century novel begins in forgeries, poses as real documents and letters, and eventually comes out of the closet as a kind of fiction uniquely suited to modern society. Special emphasis on the genre's enduring fascination with women and criminals and its obsession with matters of virtue and money. Authors may include Daniel Defoe, Samuel Richardson, Henry or Sarah Fielding, Frances Burney, Walter Scott and Jane Austen.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ENG 272 The Victorian Novel

*Harman, Rodensky*

An exploration of the changing relationships of persons to social worlds in some of the great novels of the Victorian period. The impact on the novel of industrialization, the debate about women's roles, the enfranchisement of the middle and the working classes, the effect on ordinary persons of life in the great cities, the commodification of culture—these and other themes will be traced in the works of some of the following: Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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### ENG 273 The Modern British Novel

*Davidis, Harman*

A consideration of the ways in which modernist writers reimagine the interests of the novel as they experiment with and reshape its traditional subjects and forms. From the frank exploration of sexuality in Lawrence, to the radical subordination of plot in Woolf, modernist writers reconceive our notion of the writer, of story, of the very content of what can be said. A selection of works by E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Jean Rhys, Joseph Conrad.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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### ENG 282 Introduction to Literary Theory

*Tyler*

An introduction to literary theory through applications. Readings of several important literary texts (such as *Othello*, *Heart of Darkness*, *To the Lighthouse*, a selection of lyric poems), along with a range of critical essays from various theoretical perspectives: psychoanalytic, Marxist, New Historicist, structuralist, feminist, and deconstructive.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ENG 284 New Literatures I

*Sabin*

An exploration of various English-language literatures that have not, as yet, become part of the English literary canon.

Topic for 2000–01: **Modern and Contemporary Irish Writing.** A study of two great periods of Irish literary creativity in this past century: first, a brief but intense immersion in the great early “modern” Irish masters: Yeats, Synge, and Joyce. Then a leap to some of the post-1970 works of poetry, drama, and fiction that show the legacy and the breakings away from these powerful predecessors. Recent and contemporary writers to be assigned will likely include: Seamus Heaney, Paul Muldoon, Eavan Boland, William Trevor, Roddy Doyle, Brian Friel, Martin McDonagh, and selected women authors of short stories from the anthology, *Territories of the Voice*. One or two films of the new Irish cinema will also be included.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ENG 286 New Literatures II

*Fisher*

Topic for 2000–01: **Lesbian and Gay Writing from Sappho to Stonewall.** A study of significant lesbian and gay literature from classical times to the present, including contemporary transformations of society, politics, and consciousness. The course will include such writers as Sappho, Plato, Shakespeare, Marlowe, Hall, Wilde, Mann, Colette, Woolf, Baldwin, White, Lorde, Leavitt, Allison, Kushner, and Winterson.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ENG 301 Advanced Writing/Fiction***Sides*

Techniques of fiction writing together with practice in critical evaluation of student work.

Prerequisite: 203 or permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ENG 302 Advanced Writing/Poetry***Bidart*

Intensive practice in the writing of poetry.

Prerequisite: 202 or permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ENG 315 Advanced Studies in Medieval Literature***Rosenwald*

Topic for 2000–01: Medieval Lyric: Words, Music, and Translation. A study of a wide variety of medieval poems, focused on the structure and meaning of individual poems, on the relation between the words of the poem and their musical settings, and on how the poems have been and can be translated. Possible poems and authors: Henrich von Meissen's astonishing *Frauenleich* (the Lay of the Celestial Woman); chants by Hildegard von Bingen; individual poems by such poets as Der Wilde Alexander, Walter von der Vogelweide, Arnaut Daniel, Jaufre Rudel, Oswald von Wolkenstein, the *trobairitz*, Guido Cavalcanti, the anonymous authors of medieval English lyric. Possible translators: Ezra Pound, Paul Blackburn, David Ferry. Secondary readings including John Stevens' *Words and Music in the Middle Ages*. Work on imitation, in which students will be asked to write in the forms of some of these poems; perhaps some consideration of narrative verse (*Beowulf*, Gottfried von Strasburg's *Tristan*); opportunity to do creative work.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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**ENG 320 Literary Cross Currents***Cain*

Topic for 2000–01: Robert Frost and Langston Hughes. An intensive study of the poetry and prose of two major American poets of the twentieth century. The course will focus on their poems, essays, and (in Hughes's case) short stories, but we will also give close attention to the biographical, literary, and historical contexts that influenced their writings.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**ENG 324 Seminar. Advanced Studies in Shakespeare***Ko*

Topic for 2000–01: Shakespeare in Performance. This course will explore Shakespeare's plays as scripts for the theatre with the fundamental goal of bringing them alive as living performances. The course will thus include tracing the history of performance from Shakespeare's own time to the present, viewing recorded twentieth-century performances and contemporary live performances, and collaborating with students in Theatre Studies in short productions to test and challenge our ideas.

Prerequisite: English 223 or 224, or permission of the instructor. Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students. Non-majors, particularly those with interest or experience in performance, are encouraged to enroll.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

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**ENG 325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature****NOT OFFERED IN 2000–01.**

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### ENG 335 Advanced Studies in Restoration and Eighteenth-Century Literature

*Noggle*

**Topic for 2000–01:** Satire. Great satire shows us how rage, disgust, contempt, personal pique, high moral indignation, political fervor, and other violent emotions can be sources of imaginative power and complexity. In this course we will explore the great age of satire in English, the Restoration and eighteenth century, reading deeply in John Dryden, Jonathan Swift, Alexander Pope, and Samuel Johnson, as well as in lesser known figures including Buckingham, Rochester, Samuel Butler, Mary Wortley Montagu, and Mary Leapor. We will pay special attention to the way in which satirical anger was used to define and question gender roles and to the political and social conditions that made great satire possible. Students will write one short paper and one long one and be required to vent their violent emotions in imitations and parodies of the works we read.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ENG 345 Advanced Studies in Nineteenth-Century Literature

*Peltason*

**Topic for 2000–01:** “The Condition of England,” in several genres. Six great works of literature that offer comprehensive reports on the condition of Victorian civilization. First, Thomas Carlyle whose *Past and Present* (1843) named and raised explicitly “the Condition-of-England Question.” Next, not the so-called “condition-of-England” novels of the 1840s, but a sequence of later and more formally ambitious novels and poems that explore and expand the relationship between literary ambition and social commentary: Charles Dickens’s *Bleak House*, Alfred Tennyson’s *Maude* and *Idylls of the King*, George Eliot’s *Middlemarch*, and Anthony’s Trollope’s *The Way We Live Now*.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ENG 350 Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite.

Students of at least B+ standing in the work of the department shall have first consideration.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### ENG 350H Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite.

Students of at least B+ standing in the work of the department shall have first consideration.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### ENG 355 Advanced Studies in Twentieth-Century Literature

*Davidis*

**Topic for 2000–01:** Redefining Britain: Ethnicity, Race, and Nationality in Contemporary British Literature. An exploration of national, racial, and ethnic tensions in contemporary British novels and films such as Neil Jordan’s *The Crying Game*, Salman Rushdie’s *The Satanic Verses*, and Meera Syal’s *Anita and Me*, among others. Issues to be explored will include the effects of the loss of empire, societal changes wrought by South Asian, African, and Caribbean immigration; the devolution of power resulting from Scottish and Welsh nationalism, and multiculturalism’s effects on the “Queen’s English.”

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ENG 360 Senior Thesis Research

Prerequisite: By permission of the Chair. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0



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**ENG 363 Advanced Studies in American Literature**

*Meyer*

**Topic for 2000–01: Edith Wharton and Willa Cather.** A study of the fiction of these two very different American women novelists of the early 20th century. We'll examine their differences: one is best known as the chronicler of life in aristocratic "old New York," the other as the novelist of life on the Nebraska prairie. Yet a number of similar issues arise in both novelists' work: the nature of female sexuality, the problems of marriage, relationships between generations, the nature of the immigrant and the ethnic "other," the identity of the true American, tensions between the American West and the East and between rural and urban life, the place of art in American culture. Above all, both novelists, living in an era of rapid change, of industrial development and global military conflict, are preoccupied with the vexed question of the destiny of America.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ENG 364 Seminar. Race and Ethnicity in American Literature**

*Brogan*

**Topic for 2000–01: Gender and Ethnicity.** This course will investigate the complex intersection of gender and ethnicity in recent American literature. We will consider how writers variously conceive of their cultural inheritances, respond to ethnic patriarchies, and renegotiate gender identities as they enter, leave, or redefine ethnic communities. We will ask how gender inflects group memory and explore the consequences for ethnic self-definition and group membership when individuals question or reject traditional gender roles that bear ethnic meaning. Authors may include Tina De Rosa, Zora Neale Hurston, Anzia Yezierska, Ralph Ellison, Toni Morrison, Nora Okja Keller, Chang-rae Lee, Oscar Hijuelos, Gish Jen, Cristina García, Gustavo Pérez Firmat, Achy

Obejas, Bharati Mukherjee, Tony Kushner, David Henry Hwang, and Edwidge Danticat.

Prerequisite: By permission of the instructor to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**ENG 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**ENG 382 Criticism**

*Noggle*

A survey of major developments in literary theory and criticism since the 1930s. Discussion will focus on important recent perspectives—including deconstruction, Marxism, and feminism—and crucial individual theorists—including Empson, Althusser, Derrida, Foucault, Cixous, and Zizek.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Epistemology and Cognition or Language and Literature

Semester: Fall

Unit: 1.0

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**ENG 383 Women in Literature, Culture, and Society**

*Lee*

**Topic for 2000–01: Jane Austen and Her Cohorts.** This course examines how Jane Austen forms one of a cohort of ambitious, talented women writers who explored, from different points of view, the restrictions that women in their culture faced, and the freedoms that they might imagine. Larger questions include the novelistic canon, genre and gender, film-novel adaptations.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0



ENG 384 Outside England

NOT OFFERED IN 2000–01.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ENG 385 Advanced Studies in a Genre

*Shetley*

Topic for 2000–01: **Film Noir.** Examination in depth of this genre of Hollywood filmmaking, characterized by pessimism, moral ambiguity, and expressionist style. Study of both the classic period of noir—the decade following the Second World War—and later versions, including the renaissance of noir in the early 70s, and contemporary noir-influenced cinema. Extensive readings in film history and theory to place the films under discussion within the cultural context of their period. Particular focus on the way that noir negotiates between American and European cinematic styles, and on its representations of masculinity and femininity. Close attention to the evolution of the femme fatale archetype, and to noir's images of threatened or damaged masculinity. Films studied may include Howard Hawks's *The Big Sleep*, Billy Wilder's *Double Indemnity*, Orson Welles's *The Lady from Shanghai*, Jacques Tourneur's *Out of the Past*, Robert Aldrich's *Kiss Me Deadly*, André de Toth's *Pitfall*, Robert Altman's *The Long Goodbye*, Roman Polanski's *Chinatown*, Ridley Scott's *Blade Runner*, and the Wachowski Brothers' *Bound*.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ENG 387 Authors

*Tyler*

Topic for 2000–01: **William Faulkner.** Faulkner will be the sublime central figure, an unaccountable creator of such power and plenty that two rival Southern tempers claim him as a legitimating authority for their kind of work. Faulkner does have this double life (at least) within Southern Literature: (1) as a patriarch of a masculinist, moralist tradition which has itself produced major work in fiction (Robert Penn Warren, Walker Percy), in poetry (T.S. Eliot, John Crowe Ransom, Allen Tate, Warren), and most enduringly, in the New Criticism and the Eliotic procedures of "close-reading" still practiced, variously, in our classrooms; but also (2) as a liberating influence upon wayward and fabulously unbalanced writers like Tennessee Williams, Truman Capote, Carson McCullers, all of whom I consider Faulkner's gay and otherwise abstaining, non-"heterosexualist" (to borrow Gore Vidal's word) literary descendants. The course will study one further phenomenon of influence, namely, the conversion to admiration undergone by critics self-identified with perspectives or backgrounds initially or plausibly hostile to Faulkner's texts. Exemplary "converts" include Irving Howe (New York left), Judith Wittenberg (Anglo-American Feminism), and the spectacular African-American-Caribbean array of Ralph Ellison, Richard Wright, Toni Morrison, Edouard Glissant, Randall Kenan, et al. Texts: *The Sound and the Fury*, *Absalom, Absalom!*, *As I Lay Dying*, *Light in August*.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## Related Courses

### *For Credit Toward the Major*

(The 300-level courses listed here count toward the major, but not toward the 300-level literature requirement, with the exception of ICPL 330, which does count as a 300-level literature course for the major.)

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AFR 201 The Afro-American Literary Tradition

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AFR 211 Introduction to African Literature

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AFR 212 Black Women Writers

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AFR 234 Introduction to West Indian Literature

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AFR 266 Black Drama

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AFR 310 Seminar

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AFR 335 Women Writers of the English-Speaking Caribbean

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CAMS 231 Film as Art

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CLCV 104 Classical Mythology

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CLCV 116 Green and Latin Roots in English

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CLCV 117 Selected Texts

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CLCV 210/310 Greek Drama in Translation

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CLCV 211/311 Epic and Empire

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EXTD 254 Imaginary Crimes and Courts: the Law in Literature

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ICPL 330 The Languages of Lyric

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ITAL 263 Dante (in English)

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LANG 327 The English Language: An Historical Perspective

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ME/R 246 Monsters, Villains, and Wives

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ME/R 247 Arthurian Legends

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RUSS 286 Vladimir Nabokov

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WOST 248 Asian-American Women Writers

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WOST 305 Seminar. Representations of Women of Color in the U.S.

## Directions for Election

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or their focus on the skills of critical reading. Critical Interpretation (English 120) is open to all students, but is primarily designed as a requirement for English majors. The course trains students in the skills of critical reading and writing. Grade II courses, for the most part also open to all students, presume some competence in these skills. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor or chair to other qualified students. For admission to seminars and for independent work (350), students of at least B+ standing in the work of the department will have first consideration. Students are encouraged to confer with the instructors of courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors, posted on bulletin boards in Founders Hall, and available from the department secretary.

The English Department does not grant credit toward the major for AP or IB courses taken in high school. Because no course in the English department is considered the equivalent of a high school AP course, students may take any course in the department without losing any degree credits that they may have received for their performance on AP or IB examinations. First-year students and other undeclared majors contemplating further study in English are encouraged to consult the department chair or the department pre-major advisor in relation to their course selection. Students majoring in English should discuss their programs with their major advisors, and should consult with them about any changes they wish to make in the course of their junior and senior years.

The English major consists of a minimum of ten (10) units, at least eight of which must be in areas other than creative writing. At least seven units must be above Grade I, and of these at least two units must be earned in Grade III literature, film,

or literary theory courses. *At least six of the units for the major must be taken in the Department, including the two required units in Grade III courses.*

Writing 125 does not count toward the major; courses designated 125/120 do satisfy the English 120 requirement as well as the Writing 125 requirement and will count as a unit toward the fulfillment of the major. Independent work (350, 360 or 370) does not count toward the minimum requirement of two Grade III courses for the major.

All students majoring in English must take Critical Interpretation (English 120), at least one course in Shakespeare (Grade II), and two courses focused on literature written before 1900, of which at least one must focus on writing before 1800.

Cross-listed courses may *not be used to satisfy any of the above distribution requirements, with the exception of Medieval/Renaissance 246, which satisfies the pre-1800 distribution requirement.* English 112, English 223 and English 224 do not satisfy the pre-1800 distribution requirement. Transfer students or Davis Scholars who have had work equivalent to 120 at another institution may apply to the chair for exemption from the Critical Interpretation requirement.

A minor in English consists of five (5) units: (A) 120 and (B) at least 1 unit on literature written before 1900 and (C) at least one Grade III unit, excluding 350 and (D) at least 4 units, including the Grade III course, taken in the Department; a maximum of 2 creative writing units may be included.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does two units of independent research culminating in a thesis or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connec-

tions among them and critical questions raised by them. Applicants for honors should have a minimum 3.5 GPA in the major (in courses above Grade I) and must apply to the Chair for admission to the program. A detailed description of the department's application procedure is available from the department secretary.

Special attention is called to the range of courses in writing offered by the College. In addition to Writing 125, required of all students, Writing 125X is open, with the permission of the instructor, to students who would benefit from a continuation of Writing 125 or from an individual tutorial. Writing 225 is made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvaine Replogle. It is a workshop designed for students who want training in expository writing on a level above that of Writing 125, and it satisfies the writing requirement for transfer students and Davis Scholars. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing, and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/credit-with-distinction.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English.

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages. They should also consult with the department's graduate school advisor, and with their departmental advisor, about courses that are appropriate for those considering graduate work in English.

**Teacher Certification:** Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the Chair of the English Department and the Chair of the Education Department.

# Experimental

According to College Legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to Academic Council. Faculty members and students are invited to submit their ideas to the Committee. In 2000–01 the following experimental courses will be offered:

## ANTH 270/REL 270 Pilgrimage: The Anthropology of Identity and the Sacred in World Religions

Geller, Saenz

An exploration of the anthropological, religious, archaeological and architectural dimensions of pilgrimage as both transformative and identity-shaping, and as a sacred journey to specific places with specific ritual requirements. An examination of selected pilgrimages, both ancient and modern, in Judaism, Christianity, Islam and Hinduism at sites in Africa, Asia, Europe, and the Americas. Special attention to the roles of women and the female divine, and to the city of Jerusalem as a place of pilgrimage for Jews, Christians, and Muslims.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

## EXP 212 Lake Baikal: The Soul of Siberia

Moore, Hodge

The ecological and cultural values of Lake Baikal—the oldest, deepest, and most biotically rich lake on the planet—are examined. Lectures and Russian language instruction in spring prepare students for the 22-day field laboratory taught at Lake Baikal in eastern Siberia in August. Lectures address the fundamentals of aquatic ecology and the role of Lake Baikal in Russian literature, art, music, and the country's environmental movement. Laboratory work is conducted primarily out-of-doors and includes introductions to the flora and fauna, field tests of student-generated hypotheses, meetings with the lake's stakeholders, and tours of ecological and cultural sites surrounding the lake. *This course*

*does not count toward the minimum major in Biological Sciences.*

Prerequisite: BISC 111 and permission of the instructors. Preference will be given to students who have taken at least one Russian-language course and HIST 105.

Distribution: Natural and Physical Science  
Semester: Spring and Summer

Unit: 1.25

## EXP 303 Bioinformatics and Molecular Computing

Webb, Metaxas

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** A multidisciplinary seminar exploring the origins, present and future applications and challenges of the intersection of biological and computer sciences. The field of bioinformatics generated in response to the era of genomics, encompasses all aspects of biological data acquisition, storage, processing, analysis and interpretation with a view to understanding cellular function. Molecular computing seeks to use very efficient biomolecular computers to solve complex algorithmic problems. *Alternate year course.*

Prerequisites: BISC 219 or 220 or CS 231

Distribution: TBA

Semester: N/O. Offered in 2001–02.

Unit: 1.0

## SPAN 248 Exiles, Builders and Visionaries: Wellesley College and Spain, 125 Years of Synergy

Ramos

An exploration of the intellectual, creative, and artistic connections between Spain and the US through 125 years. Wellesley College has been distinctive both as a safe haven for Spanish exiles and as an institution that has historically brought to the US some of the most distinguished intellectuals that Spain has produced. At the same time, several members of the Wellesley community have been pioneers of cross-cultural understanding between Spain and the US. Together with readings from various literary and artistic genres, students will examine the College's documents on the Spanish Civil war as well as its holdings in the arts.

Prerequisite: None

Distribution: Language and Literature  
Semester: Fall

Unit: 1.0



# Extrdepartmental

The following section includes courses of interest to students in various disciplines.

## Reproductive Issues

*Professor: Asch*

### EXTD 103 Introduction to Reproductive Issues

*Asch*

**NOT OFFERED IN 2000–01.** This course explores reproduction in contemporary U.S. society, attending to psychological, social, ethical, and policy implications of pregnancy, childbirth, and parenthood. Reproductive health, technology, and practices are considered in light of the significance of children in different eras and cultures, and of national and international policies concerning children, families, and the status of women.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### EXTD 105 Fictions of Family

**NOT OFFERED IN 2000–01.** Complementing studies in ethics and law, literary works demonstrate the nature of the family as both utterly crucial and perennially vulnerable. Against the background of religions, myths, and traditions from different cultures, this course will investigate the fictions that communicate but also create the joy and pain of human families. Drawing on a variety of sources (e.g. novels, short stories, memoirs, films) we will address such topics as marital love and the desire for children, the effects of gender and birth order on children's roles, child abandonment, adoption, excessive attachment involving parents or siblings, incest, adultery, and oppressive sex gender systems.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### EXTD 201 Current Issues in Bioethics

*Asch*

**NOT OFFERED IN 2000–01.** A philosophical examination of ethical problems in the practice of medicine and medical research; this course examines such topics as the professional/patient

relationship, physician-assisted suicide, making medical decisions for one's self and for others, allocating health care resources, and new developments in reproduction and genetics. The relationship of bioethics to moral philosophy, and different theories of bioethics will be integrated into exploration of these topics.

Prerequisite: Open to sophomores, juniors and seniors

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

### EXTD 202 Multi Disciplinary Approaches to Abortion

*Asch*

**NOT OFFERED IN 2000–01.** Why is abortion an emotionally charged, intellectually troubling, and nationally divisive issue? There is more to the topic of abortion than the conflict between "pro-choice" and "pro-life" positions. We can achieve better understanding of the problem by examining the biological and medical aspects of abortion as well as its religious, social, psychological, and philosophical implications. The class will explore a range of views on such topics as prenatal screening, abortion as a method of sex selection, the moral and legal significance of fathers' claims, and the possible impact of medical and technological advances on the need for abortion. *Enrollment limited to 30 students.*

Prerequisite: Open to sophomores juniors, and seniors who have taken one introductory course in a social science, biology, philosophy, or women's studies.

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### EXTD 203 Ethical and Social Issues in Genetics

*Asch*

New genetic technologies confront us with complex questions: Should we use prenatal tests to select children's characteristics? Should genetic information be private and confidential? How should knowledge of the genetic origins of certain conditions affect health policy? If some personality and behavioral characteristics have genetic components, should this change our views about personal responsibility?

Prerequisite: One course in any of the following:

Biology, Philosophy, Psychology, Sociology, Women's Studies, or by permission of the instructor. Instructor's signature required for enrollment.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0



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## EXTD 204 Women and Motherhood

Asch

As poet and feminist Adrienne Rich points out, motherhood is both an “experience and institution.” This course highlights how social institutions and cultural beliefs shape the experience and meaning of motherhood. We will contrast motherhood today with motherhood in other cultures and periods, and we will examine how contemporary medical practice and social policy have created new options and new problems for women. Topics will include experience of pregnancy and childbirth, contemporary family policy, reproductive technologies, child abuse, and what have become known as “maternal/fetal conflicts.”

Prerequisite: Open to all students.

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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## EXTD 300 Ethical and Policy Issues in Reproduction

Asch

**NOT OFFERED IN 2000–01.** This seminar will analyze divergent views on current ethical questions in reproduction, giving attention to the grounds for these views, and their ramifications for clinical practice and public policy. Feminist and mainstream approaches to bioethics will be contrasted; topics will include: creating families through assisted reproduction and adoption; selecting children’s characteristics; the moral obligations of pregnant women; and the moral and legal status of unimplanted embryos and aborted fetuses. *Enrollment limited to 15 students.*

Prerequisite: One of the following: Economics 232; Extradepartmental 103, 203, 204; Philosophy 106, 206, 213, 227, 249; Political Science 215; Psychology 210, 212, 222, 245, 302; Sociology 111, 200, 201, 208, 209, 217, 224, 225, 314, 349; Women’s Studies 120, 222, 230, 235, 254; or permission of the instructor.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

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## Other Extradepartmental Courses

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### Marine Studies Consortium Courses

The Marine Studies Consortium offers courses focusing on a variety of marine topics. These courses are taught at neighboring institutions and are open to a limited number of Wellesley students by permission of the Consortium representative, Harold Andrews, Geology Department.

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### EXTD 123 Water: Resources Planning & Management

A comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater protection and wastewater treatment. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recurring theme. Offered by the Marine Studies Consortium.

Prerequisite: None. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.

Distribution: None

Semester: Fall

Unit: 1.0

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### EXTD 124 Introduction to Marine Mammals

This course explores the biology, and natural history of marine mammals in the North Atlantic, including whales, dolphins and seals. Topics include evolution, anatomy, behavior, field identification, the history of whaling and contemporary whaling issues. Demonstration laboratory work will focus on a small marine mammal. One Saturday field trip on Massachusetts Bay is required. Offered by the Marine Studies Consortium.

Prerequisite: One general biology course. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.

Distribution: None

Semester: Spring

Unit: 1.0

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### EXTD 126 The Maritime History of New England

The sea has shaped New England. This course will survey the sea’s legacy from the earliest Indian fishery to the shipbuilding and commerce of today. Course themes will include historical, political and economic developments, with particular attention to insights gleaned from shipwrecks, time capsules of discrete moments for New England’s past. Classes will include museum visits, a field session at a marine archeology

site and guest lectures on current research projects. Offered by the Marine Studies Consortium.  
Prerequisite: None. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.  
Distribution: None  
Semester: Spring Unit: 1.0

**EXTD 128 Coastal Zone Management**

This course presents a survey of the coastal environment, its physical characteristics, natural systems, economic uses and development pressures. Lectures examine strategies formulated in the U.S. for land and water resource management in the coastal zone. The roles of federal, state and local government, environmental groups and resource users are also explored. Finally, by comparing coastal zone management problems in the U.S. to those elsewhere in the world, students gain a global perspective. Offered by the Marine Studies Consortium.  
Prerequisite: None. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.  
Distribution: None  
Semester: Spring Unit: 1.0

**EXTD 225 Biology of Fishes**

This upper-level survey course covers the evolution, systematics, anatomy, physiology and behavior of freshwater, marine and anadromous fishes from temperate to tropical environments. The course also examines the diversity of fish interactions in aquatic communities: predator/prey relationships, host/symbiont interactions, and the various roles of fishes as herbivores. Study of inter- an intra-specific predator-prey relationships among fish populations in aquatic communities integrates principles of ecology. Offered by the Marine Studies Consortium.  
Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**EXTD 226 Cetacean Biology and Conservation**

This upper-level course examines the biology and conservation of cetaceans: whales, dolphins and porpoises. Topics include physiology, population biology, life history analysis, molecular genetics, morphology, distributional ecology and social behavior. Lectures first focus on the biology of cetaceans and how they are adapted to the marine environment. Subsequent lectures use

case studies to review how biological principles can be applied to the conservation of a wide range of cetacean species.  
Prerequisite: One year of general biology and two upper-level biology courses. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.  
Distribution: None  
Semester: Spring Unit: 1.0

**EXTD 216 Mathematics for the Physical Sciences**  
*Stark*

Mathematical preparation for advanced physical science courses. Topics include advanced integration techniques, complex numbers, vectors and tensors, vector calculus, ordinary differential equations, Fourier series and transforms, partial differential equations and special functions (Legendre, Laguerre, and Hermite polynomials, Bessel functions), matrices, operators, linear algebra, and approximation techniques.  
Prerequisite: Mathematics 205 and Physics 104 or 107  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.0

**EXTD 224 Culture, Intoxication, Addiction**

**NOT OFFERED IN 2000–01.** Intoxication and addiction are the focus of constant attention in the media, in the scholarly press inside and outside of academia, and in the arts. Several disciplines and perspectives compete to define what constitutes relevant information on the (ab)use of legal and illegal drugs. This course provides students with a unique opportunity to encounter texts representing intoxication and/or addiction from a variety of perspectives. More specifically we will explore the controversy over the definitions of addiction, religious intoxication, the history of prohibition, racial and post-colonial ramifications of the drug war, and the possibility of a “drug peace.”  
Prerequisite: Open to juniors and seniors  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**EXTD 254 Imaginary Crimes and Courts: The Law in Literature**  
*Kruse*

Both in literature and in law, language shapes rhetorical worlds which seek to represent, constitute, interpret and criticize the world created and inhabited by human beings. Since its beginnings through the twentieth century, imaginative literature, in turn, has embodied critical depictions of the law in the lives of individuals and

societies. The course will examine texts from Sophocles to Doctorow and include texts by Shakespeare, Kleist, Dickens, Melville, and Kafka.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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#### EXTD 334 Seminar. Literature and Medicine

NOT OFFERED IN 2000–01. Drawing on texts from different countries, this interdisciplinary course will investigate literature's obsession with medicine. Literary representations of doctors and patients, disability, insanity, AIDS, birth, death and grief, the search for healing and the redemptive power of art. Attention will be given to the links between medical diagnosis and literary interpretation. Differences between the treatment of medical issues in fiction and in autobiographies will also be explored. This course should be of interest and accessible to everyone. Particularly in the third and fourth segments, visual representations will also be introduced.

Prerequisite: One Grade II level course in literature.

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

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#### EXTD 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Department of French

Professor: *Mistacco*<sup>A1</sup>, *Gillain*<sup>A2</sup>, *Lydgate*, *Respaut*<sup>A</sup>, *Levitt*, *Raffy*<sup>A</sup>

Associate Professor: *Masson (Chair)*, *Datta*

Assistant Professor: *Rogers*, *Petterson*, *Tranvouez*, *Grélé*, *Prabhu*

Instructor: *Aykanian*<sup>A</sup>

Senior Lecturer: *Egron-Sparrow*

All courses are conducted in French. Oral expression and composition are stressed.

The Wellesley College language requirement is normally met with the completion of either French 201-202 or French 203-204. Students who present an AP score of 3 or an SAT II score between 650 and 690 will satisfy the requirement by taking one course among the following: 206, 207, 208 or 210. Students who have studied French in high school but who do not present an SAT achievement or AP score in French at admission will be placed into the appropriate French class on the basis of their scores on the French Department's placement test. After 211, the numbering of Grade II courses does not denote increasing levels of difficulty; Grade II courses above 211 may be taken in any sequence. Please see Directions for Election at the end of this section for information about possibilities for acceleration and about the major.

Qualified students are highly encouraged to live at the *Maison française* and to spend their junior year or semester in France on the Wellesley-in-Aix program or another approved program. They are also encouraged to participate in the French Department's Wintersession course in Paris and to inquire about summer internship possibilities in France or another Francophone country.

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#### FREN 101-102 Beginning French I and II

*Lydgate*, *Petterson*, *Egron-Sparrow*, *Rogers*

Systematic training in all the language skills, with special emphasis on communication, self-expression and cultural insights. A multimedia course, based on the video series *French in Action*. Classes are supplemented by regular assignments in a variety of video, audio, print and Web-based materials to give students practice using authentic French accurately and expressively. *Three periods. Each semester earns 1.0 unit of credit;*

*however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who do not present

French for admission or by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### FREN 103 Intensive French

*Lydgate*

Intensive training in French. The course covers the material of French 101-102 in a single semester. Four class periods plus a multimedia session. For students with little or no previous study of French. Recommended for students interested in taking a junior year or semester abroad in France or another Francophone country.

Prerequisite: Open to students who do not present

French for admission or by permission.

Distribution: None

Semester: Fall

Unit: 1.25

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### FREN 201-202 French Language, Literatures and Cultures I

*Datta, Prabhu, Gr  le*

Reading, writing and speaking skills are developed through analysis and discussions of short stories, plays, poems, films and newspaper articles from France and the Francophone world. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Please see Directions for Election for possibilities for acceleration from 203.*

Prerequisite: 102 or 103, CEEB score of 490 or an equivalent departmental placement score, or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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### FREN 203-204 French Language, Literatures and Cultures II

*Tranvouez, Mistacco*

Thorough review of grammar, vocabulary and pronunciation. Discussion of modern literature and film in cultural context. Materials include poems, songs, short stories, plays, folk and fairy tales, newspaper and magazine articles, films and videos from France and the Francophone world. Training in techniques of literary and cultural analysis. Frequent written and oral practice. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either*

*course. Please see Directions for Election for possibilities for acceleration from 203.*

Prerequisite: For 203: CEEB score of 600, an equivalent departmental placement score, or an AP score of 1 or 2. For 204: 203 or 201 by permission.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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### FREN 206 Intermediate Spoken French

*Gillain, Egron-Sparrow, Tranvouez*

Practice in conversation, using a variety of materials including newspaper articles, radio and television broadcasts, advertisements and films. This course is designed to develop oral proficiency with necessary attention to the other skills—listening comprehension, reading, and writing. Regular use of the language laboratory.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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### FREN 207 Perspectives on French Culture and Society

*(French 207 may be elected only once)*

#### Topic A: The Meaning of Culture

*Tranvouez*

A discovery of contemporary French society, this course defines French culture in terms of social and political changes, its educational system, the states of the arts and France's role in the European Union. We will discuss problematic topics such as family structures, suburban violence, the youth of today and immigration. Canonical writings, the press and televised documents will serve as source material.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

#### Topic B: French Identity in the Age of Globalization

*Datta*

In this introduction to French society and culture, we will examine the growing crisis of identity for France as it enters a new century. From its historical position of political, economic, and intellectual leadership in Europe and the world, France is searching to maintain its difference as a



defender of quality over mass appeal and the proud values of its national tradition in the face of increasing globalization. Topics covered include Franco-American relations, the European Union, immigration, the family, and the role of women in French society. Readings are drawn from a variety of sources: historical, sociological, and ethnographic. Magazine and newspaper articles, along with television programs and films will provide supplementary information.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### **FREN 208 Women and the Literary Tradition**

**NOT OFFERED IN 2000–01.** An introduction to women's writing from Marie de France to Marguerite Duras, from the Middle Ages to the twentieth century. The course is designed to develop an appreciation of women's place in French literary history. Special attention is given to the continuities among women writers and to the impact of their minority status upon their writing.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### **FREN 210 French Literature and Culture Through the Centuries: From the Enlightenment to the Present**

*Prabhu*

A study of major authors in their cultural contexts from the eighteenth to the twentieth centuries. Readings from Voltaire, Montesquieu, Diderot, Balzac, Flaubert, Gide, Camus and Bâ.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

### **FREN 211 Studies in Language**

*Rogers, Egron-Sparrow, Tranvouez*

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of composition and the organization of ideas.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

### **FREN 213 From Myth to the Absurd: French Drama in the Twentieth Century**

*Masson*

An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theater of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance. Study of plays by Anouilh, Cocteau, Giraudoux, Sartre, Camus, Ionesco, and Beckett.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

### **FREN 214 Desire, Power and Language in the Nineteenth-Century Novel**

*Rogers*

Ambition, passion and transgression in major works by Balzac, Stendhal, Flaubert, and Zola. Analysis of narrative techniques that organize the interplay of desire and power against which individual destinies are played out in post-Revolutionary France. Realism and the representation of reality in the context of a society in turmoil.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

### **FREN 215 Baudelaire, Verlaine, Rimbaud**

**NOT OFFERED IN 2000–01.** Close study of a body of poetry which ranks among the most influential in literature, and which initiates modern poetics. Baudelaire: romanticism and the modern; Verlaine: free verse and the liberation of poetic form; Rimbaud: the visionary and the surreal. Analysis of texts and their historical context, through a variety of theoretical approaches.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

### **FREN 217 Books of the Self**

*Lydgate*

This course focuses on texts that seek to reveal the reality of the self in the space of a book, including readings of confessional and



autobiographical texts by the 20th-century writers Camus, Annie Ernaux, Roland Barthes, and Maryse Condé, and by their literary ancestors Augustine, Héloïse, Abélard and Montaigne. Themes examined include: the compulsion to confess; secret sharing vs. public self-disclosure; love, desire and language; the search for authenticity; dominant discourse and minority voices; the role of the reader as accomplice, witness, judge, confessor.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

### FREN 218 Negritude, Independences, Women's Issues: Francophone Literature in Context

**NOT OFFERED IN 2000–01.** This course seeks to understand the key concerns of writers during the Négritude movement in order to address important questions that became crucial during the ensuing period of the various independence movements. We will discuss issues which arose at this time and continue to be of interest concerning the role of women in these movements and thereafter in the newly independent nation. The impact of colonialism and independence on different indigenous societal institutions, polygamy in particular, will be central to the later readings.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### FREN 219 Love/Death

**NOT OFFERED IN 2000–01.** This course investigates the connection between fiction and poetry and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the thematics of love and death are related to story structure, narration, and the dynamics of reading.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

### FREN 220 Myth and Memory in Modern France: From the French Revolution to May 1968

Datta

How do the French view their past and what myths have they created to inscribe that past into

national memory? In this course, we will examine modern French history and culture from the perspective of “les lieux de mémoire,” that is, symbolic events, institutions, people, and places that have shaped French national identity.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.  
Distribution: Language and Literature or Historical Studies  
Semester: Fall Unit: 1.0

### FREN 221 Voices of French Poetry from Marie de France to Surrealism

Petterson

The voices, forms and innovations of the French poetic tradition. The goals of this course are to examine and appreciate the place of song, love, laughter, and madness in the best works of French poets, women and men, from the twelfth-century poems of Marie de France to Baudelaire's *poèmes en prose*, Rimbaud's *délires*, and Surrealism's explosive *écriture*.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

### FREN 222 Love Stories in French Cinema

**NOT OFFERED IN 2000–01.** Love, a major theme in French art, is well represented in cinema. This course will analyze a series of films that treat love in a variety of ways. Highlighting such different parameters as gender representations, political contexts, socioeconomic subtexts and visual metaphors of subjectivity, the course will focus on narrative patterns. Starting with films from the thirties, we will follow the thematic and formal disintegration of classical models up to the nineties, when the failure of love inspires original and complex narratives.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

### FREN 223 Selected Topics

#### Topic A: La Chanson Française

Petterson

This course presents French song—*La Chanson Française*—as a literary and cultural object that plays a symbolic role in the life of the French nation. Underscoring the revolutionary origins of this popular genre, we will discover how, from

postwar existentialist songs to the contemporary rap of MC Solaar, French songs are accurate indicators of trends in a variety of significant areas: political orientation, socioeconomic concerns, cultural, religious, and sexual identities.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## Topic B: Saint-Germain-des-Prés

### *Lydgate*

The legendary sixth *arrondissement* neighborhood as a cultural crucible of post-Resistance Paris. Saint-Germain as the locus of an unprecedented concentration of literary and artistic talent following the Liberation of 1945. Existentialists, artists, café intellectuals, non-conformists. The discovery of jazz and American popular culture. Saint-Germain and the myth of the Left Bank. Study of texts by Sartre, Camus, Simone de Beauvoir, Boris Vian, Raymond Queneau. Jacques Prévert; songs by Juliette Gréco and others; newsreel, film and audio documents of the period.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature, Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

## FREN 224 Versailles and the Age of Louis XIV

**NOT OFFERED IN 2000–01.** Versailles will be used as a focal point for the study of the aesthetic and literary trends prevalent in seventeenth-century France, as well as the social and historical trends that accompanied them. Works from a wide range of genres (including films, plays and memoirs) will be chosen to examine the state of the arts in France under the Sun King.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

## FREN 225 The French Press

**NOT OFFERED IN 2000–01.** Reading and study of current newspaper and magazine articles as well as video. Analysis of cartoons, comic strips and advertisements. Ideological, sociological and stylistic differences are stressed. Systematic comparison with the American Press.

Intensive practice in conversation and composition. Oral and written reports.

Prerequisite: At least one unit of 204, 206, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

## FREN 226 Advanced Spoken French

### *Egron-Sparrow*

Practice in oral expression to improve fluency and pronunciation with special attention to grammatical structures, idiomatic vocabulary and phonetics. Contemporary French culture will be analyzed through various media. In addition to periodicals, cartoons, songs, videotaped news broadcasts and advertisements, extensive use will be made of recent French films without subtitles. *Not recommended for students who have studied in France.*

Prerequisite: One Grade II unit, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

## FREN 227 Literature and the Supernatural

**NOT OFFERED IN 2000–01.** The goals of this course are to study the origins and popularity of French literature about the supernatural from the end of the eighteenth century to the twentieth century, to explore the specific narrative structure and themes of supernatural tales, and to understand what gives birth to images of the supernatural in figures such as the devil and the vampire.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

## FREN 228 Wintersession in Paris

### *Tranvonez*

**Topic for 2000: The Paris of Balzac and Zola.** An examination of the rapid modernization and urbanization (*haussmanization*) of Paris in the nineteenth century and the changes it brought to the life of Parisians. Two authors fond of Paris: Balzac, the eternal Parisian wanderer, and Zola, the social scientist, will be the focus of this course. Balzac witnesses the birth of the bourgeoisie and of the power of money; Zola evokes the monsters they engender. While in Paris, we will follow their steps and discover the neighbor-

hoods dear to Balzac as well as the modern Paris Zola describes.

Prerequisite: At least one unit of 206, 207, 208, or 210, a CEEB score of 700, an equivalent department placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: Wintersession

Unit: 1.0

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### FREN 230 Paris: City of Light

**NOT OFFERED IN 2000–01.** A study of Paris as the center of French intellectual, political, economic, and artistic life through an analysis of its changing image in literature from the Middle Ages to the present. Contemporary materials such as films, songs, and magazines are used to show how the myths and realities of the city's past influence Parisian life today.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 240 Images of Women in French Film

**NOT OFFERED IN 2000–01.** A survey of films by major French directors that focus on a central female character. The course will study psychological, sociological and stylistic aspects of the representation of women in cinema and their changing images from the thirties to the present. Women's roles within the family and society will be analyzed, as will status of the film stars as mythic creations of an idealized woman. The films chosen for study will illustrate the history of French cinema over sixty years.

Prerequisite: At least one unit of 204, 206, 207, 208, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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### FREN 301 France in the Renaissance: Forms, Reforms and Revolutions

**NOT OFFERED IN 2000–01.** Literary beginnings in the French Renaissance. The discovery and recovery of ancient culture and the waning of the Middle Ages: humanism, mysticism, the example of Italy, the advent of printed books, religious reform and counter-reform, individualism, skepticism. Effects of these forces on major Renaissance writers and on the new forms of expression their works reflect. Rabelais and the emergence of the novel. Montaigne and the origins of autobiography. Ronsard's reorientation of the love lyric. Louise Labé and Marguerite de

Navarre: women in search of a language and a voice.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 303 Advanced Studies in the Seventeenth and Eighteenth Centuries:

*Gréle*

**Topic for 2000–01: The Voyage in Seventeenth- and Eighteenth-Century Fiction; The Representation of the Other.** The goal of this course is to study the image of the other and its evolution throughout fictional travel narratives of the seventeenth and eighteenth centuries. Our discussion will be structured by three main topics: the European identity crisis, the birth of a new colonialism and the rejection of the latter. Maps and documents of the time will be used to illustrate our investigation.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### FREN 304 Male and Female Perspectives in the Eighteenth-Century Novel

**NOT OFFERED IN 2000–01.** Drawing from recent feminist inquiries into the politics of exclusion and inclusion in literary history, the course examines, in dialogue with masterpieces authored by men, novels by major women writers of the period, novels much admired in their time, subsequently erased from the pages of literary history, currently rediscovered. Works by Prévost, Claudine Alexandrine de Tencin, Françoise de Graffigny, Marie Jeanne Riccoboni, Rousseau, Diderot, Laclos, Isabelle de Charrière.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 305 Advanced Studies in the Nineteenth Century

**NOT OFFERED IN 2000–01.** Artistic and Political Revolutions from 1789 to 1851: The Rise and Fall of Romanticism. During the Romantic era, a series of political revolutions and coups paralleled equally tumultuous literary and artistic battles in a whirlwind of changes that forever altered the face of French society and culture. In this course, we will examine the source and nature of the Romantic spirit, its rebellion

against Classicism, the conditions of its emergence and the causes of its decline.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 306 Literature and Ideology in France Between the Wars (1917-1945)

**NOT OFFERED IN 2000-01.** The tumultuous years following World War I and leading up to World War II demonstrate the uneasy collaboration between French politics and France's literary tradition. This course explores what has been termed the ideology of fiction and the fiction of ideology in French literature, poetry, and films from the interwar period. Authors we will read and screen include Tristan Tzara, André Breton, Luis Buñuel, Robert Brasillach, Jean-Paul Sartre, André Malraux, Albert Camus, René Char, and Francis Ponge.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 308 Advanced Studies in Language

*Petterson*

The techniques and art of translation are studied through an analysis of the major linguistic and cultural differences between French and English. Translations from both languages.

Prerequisite: Two Grade II units, one of which must be 211. Open to juniors and seniors only, or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### FREN 314 Cinema

*Gillain*

François Truffaut: An in-depth review of Truffaut's overall contribution to cinema. Includes readings from his articles as a film critic, a study of influences on his directorial work (Renoir, Hitchcock, Lubitsch) and a close analysis of twelve of his films using a variety of critical approaches: biographical, historical, formal, and psychoanalytical.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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### FREN 316 Duras

**NOT OFFERED IN 2000-01.** Duras: A study of Marguerite Duras's literary and film production centering on her poetics of the Other and her practice of *écriture féminine*. Figures of difference and marginality (including social outcasts, colonized people, madwomen, children, criminals, Jews, and women) will be examined in connection with Duras's subversion of sexual, familial, social, political, literary and cinematic conventions. Analysis of representative novels, films, short stories and plays. Readings from interviews, autobiographical texts, and articles, as well as from Duras's final reflections on her life and the experience of writing. New critical perspectives on her work.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 318 Modern Fiction

**NOT OFFERED IN 2000-01.** The course examines various twentieth-century forms of fiction, including avant-garde and feminist works. Changes in the concept and practice of reading are related to intellectual currents and developments in the arts and film. Authors include André Gide, Samuel Beckett, Nathalie Sarraute, Alain Robbe-Grillet, Claude Simon, Marguerite Duras.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### FREN 319 Women, Language, and Literary Expression

**Topic A: Difference: Fiction by 20th-Century Women Writers in France**

*Mistacco*

Challenges to the institution of literature, to patriarchal thinking and male discourse in texts by Beauvoir, Colette, Chawaf, Duras, Wittig, and Djébar. The creative possibilities and risks involved in equating the feminine with difference. Perspectives on women, writing, and difference in colonial and post-colonial contexts. Readings from feminist theoreticians, including Cixous, Kristeva, and Irigaray.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0



## Topic B: Twentieth-Century Women's Writing: Subversion and Creativity

**NOT OFFERED IN 2000–01.** Reflective of women's experience in France and in former French colonies, original forms of expression exemplify the desire to subvert societal norms in confronting issues of family, tradition, and race. Texts by Colette, Beauvoir, Duras, Leduc, Wittig, Chawaf, Bouraoui and Warner-Vieyra.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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## FREN 321 Seminar

### Topic A: Critical Art: The Artist as Critic

**NOT OFFERED IN 2000–01.** A study of the poet's emergence as an art critic between the eighteenth and twentieth centuries. Through the works of Balzac, Baudelaire, Mallarmé and Apollinaire, we will examine how writers and poets alike appropriate the discourse of visual artists and musical composers in an attempt to assert the hegemony of poetry and literature.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

### Topic B: George Sand and the Romantic Theater

#### *Masson*

George Sand, multi-faceted woman and influential writer, allows us to explore the Romantic theater as well as the overall theater production of the nineteenth century. The fact that Sand's theater was overlooked in her time and subsequently forgotten raises important questions of public recognition and literary posterity that we will examine.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

### Topic C: Metaphors of Artistic Creation in Proust's *A La Recherche du temps perdu*

#### *Rogers*

A close reading of a representative section of Proust's works. We will examine and question the way writing, painting and music are represented and intertwined in the narrative. We will also explore several important topics related to

the social, historical, cultural and artistic contexts of the period: influential writers, painters and musicians; love and homosexuality; fashion, the "Belle Époque"; World War I; the Dreyfus Affair.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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## FREN 329 Colette/Duras: "A Pleasure Unto Death"

**NOT OFFERED IN 2000–01.** Two prolific authors whose works embrace the span of women's writing in the twentieth century, and who correspondingly illustrate the essential features of modern expression by women. Attention to the phases of a woman's life, sexuality, the figure of the mother, exoticism and race, and the relation between fiction and autobiography.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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## FREN 330 French and Francophone Studies

### *Prabhu*

Questions of Identity in Post-Colonial Writing. An introduction to some of the Third World literatures of French expression: West Africa, North Africa, and the Caribbean. A study of the attempt to define the essence of the Francophone experience and identity through literary discourse.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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## FREN 349 Studies in Culture and Criticism

### Topic A: French Cultural Identities

**NOT OFFERED IN 2000–01.** An exploration of French cultural identity in the context of European unification and the multimedia revolution. Study of social change and the transmission of culture through education materials, family life, popular myths and culture. Comparative approach using novels, films, newspapers, and television.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

**Topic B: La Belle Époque: Politics, Society and Culture in France: 1880-1914**

**NOT OFFERED IN 2000-01.** In the aftermath of World War I, French men and women looking back on the years immediately preceding, viewed them as a tranquil and stable period in French history. Yet during the era which subsequently became known as “la Belle Époque,” the French experienced changes of enormous magnitude: the invention of the automobile and the airplane, the emergence of both consumer culture and a working class, the development of a national press, and the expansion of an overseas colonial empire. Such ebullience was reflected in the flowering of the arts—witness the emergence of Paris as the capital of the European avant-garde. In this interdisciplinary course, which draws on literary texts and historical documents, as well as on films, posters, and songs, we will examine French society, politics, and culture during the era which ushered France into the modern age.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature or Historical Studies

Semester: N/O Unit: 1.0

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**FREN 350 Research or Individual Study**

Prerequisite: Two Grade II units above 206.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**FREN 360 Senior Thesis Research**

Prerequisite: By permission of Department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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**FREN 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

## **Directions for Election**

Students in the class of 2004 should consult the Chair of the French Department to plan their programs because of upcoming changes in the curriculum. All other students will be subject to the current directions for election.

*Grade I:* Course 101-102 and 103 count toward the degree but not toward the major. Students who begin with 101-102 in college and who plan to study abroad should consult the Chair of the department during the second semester of their first year.

*Grade II:* Course 203-204 may not be taken by students who have taken both 101-102 or 103 and 201-202. A student may not count toward the major both 201-202 and 203-204.

*Acceleration:* Students who receive a grade of A or A- in 201 may, on the recommendation of their instructor, accelerate to 204. Students who receive a grade of A or A- in 203 may, on the recommendation of their instructor, accelerate to courses 206 through 210. Students who accelerate from 201 or 203 receive one unit of credit for 201 or 203 and satisfy Wellesley's language requirement upon successful completion of their second semester's work at Grade II.

Students who complete 203 during the first semester of their sophomore year and who wish to prepare for study abroad in France their junior year may take French 211 along with another 200-level course (204-210) as a corequisite during the second semester.

*Majors:* Majors are required to complete a minimum of eight (8) units, including the following courses or their equivalents: 211 and 308. A student may count one AP credit in French toward the major. The goals of a coherent program are: (a) oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; and (c) a general understanding of the history of French literature and culture. All majors must take two 300-level French courses at Wellesley College. Students planning to major in French should consult with Catherine Masson, Chair of the French Department.

Students interested in an interdepartmental major in French Cultural Studies are referred to the listing for this interdepartmental program.

*Graduate Studies:* Students planning graduate work in French or comparative literature should write an honors thesis and study a second modern language and Latin.

*Advanced Placement Policies and Language Requirement:* A student entering Wellesley must have an Advanced Placement score of 4 or 5 or an SAT II score of 690 to satisfy the foreign language requirement.

*Teacher Certification:* Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the Chair of the Department of Education.

# French Cultural Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Datta (French)*

Wellesley also offers an interdepartmental major in French Cultural Studies which combines courses from the Department of French with those in Africana Studies, Art, History, Music, Political Science, or any other department offering courses on France or Francophone countries. French Cultural Studies majors ordinarily work closely with two advisors, one from the French Department and one from the other area of concentration.

The major in French Cultural Studies consists of a minimum of eight (8) courses. At least four units in the French Department above the Grade I level are required including 207 and 211. A student may not count towards the major both 201-202 and 203-204. Finally, at least one unit in French at the Grade III (advanced) level is required.

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### FRST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### FRST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### FRST 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

Students will also take a minimum of two units in related departments from among the following:

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AFR 207 Images of Africana People through the Cinema

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AFR 210/MUS 210 Folk and Ritual Music of the Caribbean

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AFR 216 History of the Caribbean

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AFR 223 Caribbean and African Development Issues

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AFR 232/332/MUS 225 Topics in Ethnomusicology: Africa and The Caribbean

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AFR 235 Societies and Cultures of Africa

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AFR 318 Seminar. African Women, Social Transformation and Empowerment

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ARTH 203 Cathedrals and Castles of the High Middle Ages

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ARTH 219 Nineteenth-Century Art from the French Revolution to Impressionism

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ARTH 223 The Decorative Arts. Topic for 2000-01: Josephine and the Arts of the Empire

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ARTH 224 Modern Art to 1945

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ARTH 226 History of Photography: From Invention to Advertising Age

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ARTH 228 Nineteenth- and Twentieth-Century Architecture

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ARTH 229 Renaissance and Baroque Architecture

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ARTH 234 Topics in Nineteenth-Century Art

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ARTH 252 Painting for Princes: Late Medieval Painting and Manuscript Illuminating in Italy and France 1250-1400

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ARTH 253 The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

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ARTH 312 Seminar. Topics in Nineteenth-Century Art

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ARTH 371 Medieval Sculpture in the MFA. Technique, Production, and the Cultural Market

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HIST 201 Modern French History

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HIST 208 Society and Culture in Medieval Europe

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HIST 210 The Medieval World Picture

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HIST 217 The Making of European Jewry, 1085 to 1815

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HIST 218 Jews in the Modern World, 1815 to the Present

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HIST 224 The Healing Arts: Medicine and Society in Medieval and Renaissance Europe

---

HIST 225 Age of Charlemagne

---

HIST 234 The Later Middle Ages, 1200 to 1500

---

HIST 235 Utopia: Culture and Community in Medieval and Renaissance Europe

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HIST 236 The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

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HIST 237 Modern European Culture: The Long Nineteenth Century

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HIST 241 Europe 1914 to 1989

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HIST 242 European Culture from 1919: From Modernism to Post-Modernism

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HIST 244 History of Modern France, 1789 to 1981

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HIST 264 The History of Precolonial Africa

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HIST 265 History of Modern Africa

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HIST 266 The Struggle Over North Africa, 1800 to Present

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HIST 279 Heresy and Popular Religion in the Middle Ages

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HIST 284 The Middle East in Modern History

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HIST 328 Antisemitism in Historical Perspective

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HIST 334 Seminar. European Cultural History

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HIST 338 Seminar. European Resistance Movements in World War II

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HIST 361 Seminar. Contemporary European History

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MUS 210/AFR 210 Folk and Ritual Music of the Caribbean

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MUS 225/AFR 232/332 Topics in Ethnomusicology: Africa and The Caribbean

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MUS 300 Major Seminar. Studies in History, Theory, Analysis, Special Topics. Topic C: The Folk and Ritual Music of Haiti

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PHIL 223 Phenomenology and Existentialism

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POL2 205 The Politics of Europe and the European Union

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POL2 303 The Political Economy of the Welfare State in Europe and America

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For courses not exclusively on France or a Francophone topic, students are expected to write their main paper(s) on a French theme. In addition, and in consultation with the Director, research and individual study (350) may be approved.

*Teacher Certification:* Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the Chair of the Department of Education.



# Department of Geology

Professor: *Andrews (Chair), Thompson*

Associate Professor: *Besancon*

Laboratory Instructor: *Waller, Mattison*

All courses with laboratory meet for two periods of lecture, and one three-hour laboratory session weekly.

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## GEOL 100 Oceanography

*Andrews*

An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. (No laboratory).

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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## GEOL 102 The Dynamic Earth with Laboratory

*Staff*

Introduction to geologic processes ranging from microscopic growth of mineral crystals to regional erosion and deposition by water, wind and ice to volcanism and earthquakes associated with global plate motions. Interactions between these dynamic systems and such human activities as mining, farming and development. Laboratory and field trips include study of minerals, rocks, global positioning system, topographic and geologic maps.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.25

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## GEOL 200 The Earth and Life through Time

*Andrews*

The Earth and life have been continually changing throughout the 4.6 billion years of Earth history. We will explore these changes, including the tectonic evolution of mountain ranges, the changing landscapes and environments across the North American continent, and the origin, evolution and extinction of the various life forms that have inhabited our planet. Students will have the opportunity to examine Wellesley's

extensive fossil collection, and a field trip to fossil sites in New York State will be offered. (No laboratory).

Prerequisite: 102 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

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## GEOL 202 Mineralogy with Laboratory

*Besancon*

Minerals are the resource base for modern society. Starting with an introduction to crystallography, we will apply ideas of symmetry and order to the major techniques used to identify and characterize minerals: optical microscopy, x-ray diffraction, chemical analysis, and physical properties. We will then undertake a systematic study of the most common rock-forming minerals. Laboratory emphasizes optical, x-ray, and hand specimen characterization of minerals.

Prerequisite: 102 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

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## GEOL 204 Catastrophes and Extinctions

*Andrews*

Our planet has not always been a safe place on which to live, as mass extinctions have punctuated the history of life and dramatically altered the course of evolution. Among the topics we will explore are the process of evolution and the nature of the fossil record, gradual change versus catastrophic events, dinosaurs and their extinction, periodicity of mass extinctions, the prospect of future extinctions and an evaluation of the possible causes of extinctions, including sea-level changes, climate changes, volcanism and meteorite impacts. (No laboratory). *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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## GEOL 211 Geology and Human Affairs

*Thompson*

This seminar-style course will focus on interactions between people and their physical environment. Geological component to emphasize coastal, fluvial and glacial processes, evaluation of bedrock for engineering projects and groundwater. Human impacts will be examined in terms of adverse effects on geological systems and in terms of protective environmental regulation and remediation. New England case studies including evolution of Nauset Spit (Chatham,

Massachusetts), groundwater contamination at Cape Cod Military Reservation and management approaches in the Charles River watershed will be highlighted during the semester. Students will present their own case studies as final poster projects. (No laboratory). *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

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### **GEOL 214 North America: A Tale of Two Seacoasts**

*Thompson*

**NOT OFFERED IN 2000–01.** The evolution of North America in terms of plate tectonic processes presently operating on the “passive” Atlantic seaboard and the tectonically active Pacific coast. Similar vertical movements, faulting and volcanism will be traced backward as formative processes in the Cenozoic and Mesozoic mountains of the Cordillera, the Paleozoic Appalachian chain and deeply eroded Precambrian belts of the continental core. We will also touch on glaciation and other landscape-forming processes. This course is writing-intensive. (No laboratory).

Prerequisite: 200 or by permission of the instructor.

Not open to students who have taken [314].

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

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### **GEOL 220 Volcanoes: Agents of Global and Regional Change**

*Besancon*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** From Mount Saint Helens to Vesuvius to Krakatau, volcanoes affect global climate, change landscape evolution, and are sometimes the cause of tremendous disasters. Understanding the wide variety of phenomena associated with volcanoes provides a broad perspective on how science can be used to protect lives and further human needs and interests. Using geologic literature, Internet search, and a general text, we will study case histories of volcanoes on earth and through the solar system. Written papers and oral presentations will be important parts of the course. (No laboratory). *Normally offered in alternate years.*

Prerequisite: One or more previous courses in Geology.

Distribution: Natural and Physical Science

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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### **GEOL 230 Earth from Above: Maps, Remote Sensing, and GIS**

*Besancon*

Paper maps and photographs are moving into digital form. Using geographic information systems (GIS) and image analysis, one can manage natural resources or city infrastructure, search for water resources, analyze land use, find relationships (which were previously impractical) between geographic variables, and prepare maps of all types. We will look at interpretation of data from across the electromagnetic spectrum and how it can be integrated with geographic and topographic information into an informative presentation. (No laboratory). *Normally offered in alternate years.*

Prerequisite: 102

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

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### **GEOL 304 Stratigraphy and Sedimentation with Laboratory**

*Thompson*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips. *Normally offered in alternate years.*

Prerequisite: 202

Distribution: Natural and Physical Science

Semester: N/O. Offered in 2001–02.

Unit: 1.25

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### **GEOL 305 Paleontology with Laboratory**

*Andrews*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** The morphology and evolution of the major invertebrate fossil groups. Discussion of functional morphology, origin of species and higher taxa, extinctions, ontogeny and phylogeny, and vertebrate evolution. Laboratory. *Normally offered in alternate years.*

Prerequisite: 200 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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### **GEOL 306 Structural Geology with Laboratory**

*Thompson*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Introduction to geometry and origin of rock structure ranging from microtextures and fabrics to large-scale folding and faulting.

Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trip. *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.  
Not open to students who have taken [206].  
Distribution: Natural and Physical Science  
Semester: N/O. Offered in 2001–02. Unit: 1.25

**GEOL 309 Petrology with Laboratory**

*Besancon*

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory. *Normally offered in alternate years.*

Prerequisite: 202  
Distribution: Natural and Physical Science or Mathematical Modeling  
Semester: Spring Unit: 1.25

**GEOL 311 Hydrogeology with Laboratory**

*Besancon*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle in order to understand sources of water for human use. Quantity and quality of water and the limitations they impose are considered. Laboratory. *Normally offered in alternate years.*

Prerequisite: 102 and permission of the instructor.  
Distribution: Natural and Physical Science or Mathematical Modeling  
Semester: N/O. Offered in 2001–02. Unit: 1.25

**GEOL 349 Seminar**

*Thompson*

**Topic for 2000–01 to be determined.** *Normally offered in alternate years.*

Prerequisite: To be determined  
Distribution: Natural and Physical Science  
Semester: Spring Unit: 1.0

**GEOL 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**GEOL 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**GEOL 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**Directions for Election**

In addition to eight (8) units in geology, normally to include 200, 202, 304, 306, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology take a geology field course, either the 12.114 - 12.115 sequence offered in alternate years by MIT or a summer geology field course offered by another college.

A **minor in geology** (5 units) consists of: (A) 102 and (B) 2 units in one of the four following areas of concentration: I. (Paleobiology) 200, 204, 305 or II. (Structural Geology) 214, 306 or III. (Petrology) 202, 304, and 309 or IV. (Environmental Geology) 211, 311 and (C) 2 additional 200- or 300-level units.

# Department of German

Professor: *Kruse (Chair), Hansen<sup>1,2</sup>, Ward*

Associate Professor: *Nolden<sup>1</sup>*

Visiting Assistant Professor: *Eren*

Visiting Instructor: *Storz*

Director of Study Abroad Programs: *Ward*

Resident Director of Wellesley-in-Vienna: *Hartnack*

The language of instruction above the 100 level is almost exclusively German unless otherwise noted. Students thus have constant practice in hearing, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of background and number of units she offers for admission.

Students in German 201 who wish to accelerate at the intermediate level may apply to the January-in-Vienna program. Participants travel to Vienna for three weeks in January where they study with a professor from the German Department. During their stay they complete German 202 and receive credit as they would for a course taken on campus. In addition, students will complete a 0.5 credit German Studies course on Viennese culture taught in English by a second faculty member from Wellesley. Upon returning for the second semester at Wellesley, students are encouraged to continue with German 231.

Qualified students are encouraged to spend the junior year in Germany in the Wellesley-in-Vienna program or another program approved by the College.

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## GER 101-102 Beginning German

*Hansen, Ward, Eren*

An introduction to contemporary German with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading and writing. Regular use of language lab required. Occasional video and computer assignments. Topics from contemporary culture in German-speaking countries. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. This course meets three times a week.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## GER 120/WRIT 125 Views of Berlin

**NOT OFFERED IN 2000-01.** From the brilliant cultural metropolis of the 1920s to the current "post-wall" period, the city of Berlin will provide the vantage point for a survey of seven decades of German history and culture. We will study films, literary texts, political language and art in order to gain a better understanding of the "German Question" and the special status of Berlin within it. Written work will include a research assignment tailored to individual interests. *Includes a third session each week. Students enrolled in German courses, particularly 201-202, are encouraged to fulfill the Writing 125 requirement with this class.*

Prerequisite: Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the German Studies major.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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## GER 121/WRIT 125 Turn of the Century Vienna: The Birth of Modernism

**NOT OFFERED IN 2000-01.** The resplendent culture of *fin-de-siècle* Vienna reveals the early concerns of the 20th century. While the 600-year old Habsburg monarchy preserved continuity in Austria, a nervous sense of finality pervaded the period. Nostalgia clashed with social change to produce a remarkable tension in the music, art, literature, and science of the period. These disciplines reached breakthroughs that are the roots of the modern temperament: Sigmund Freud in psychology; Oskar Kokoschka and Gustav Klimt in art; Hugo von Hofmannsthal and Arthur Schnitzler in literature; Mahler, Schönberg, and Webern in music; Theodor Herzl, founder of Zionism, in social thought. The course will study representative works to explore this phenomenon. *Includes a third session each week. Students enrolled in German courses, particularly 201-202, are encouraged to fulfill the Writing 125 requirement with this class.*

Prerequisite: Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the German Studies major.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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## GER 201-202 Intermediate German

*Ward, Kruse, Eren*

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, oral and aural practice in classroom and language laboratory, readings on contemporary cultural topics, extensive practice in composition. *Each semester earns 1.0*



*unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Meets three times a week.*

Prerequisite: One to two admission units and placement exam, or 101-102.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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### GER 222 Language in Performance

**NOT OFFERED IN 2000–01.** Intensive practice in oral communication and presentation. The course will culminate in the production of a stage or radio play. *The course meets during the first half of the semester; two periods with additional rehearsal time.*

Prerequisite: 201-202 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 0.5

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### GER 231 Advanced Studies in Language and Culture

*Ward, Eren*

Development of communicative skills necessary to negotiate complex meaning in reading, speaking and writing. We will study facets of contemporary culture in Germany, Austria and Switzerland. Review of selected grammar topics. Texts will include some poetry, short stories, a novel, films, and website materials. Offered in both semesters. *Designed for students with four semesters of language training or equivalent. Required for the majors in German Language and Literature and in German Studies unless exempted by the department by virtue of linguistic proficiency. Meets three times a week.*

Prerequisite: 201-202 or placement examination.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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### GER 235: Advanced Conversation: Germany and Austria Today

*Kruse*

Intensive practice in oral communication and presentation; introduction to rhetorical strategies of conversation and discussion. On the basis of newspaper and magazine articles, essays and stories, television news, film clips, and web site materials, we will discuss current events and issues in Germany and Austria. The course meets twice a week for 50 minutes during nine weeks of the semester. Required organizational meeting during drop/add period.

Prerequisite: 201-202 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 0.5

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### GER 244 German Cinema 1919 to 1945 (in English)

**NOT OFFERED IN 2000–01.** Survey of German cinema from the silent era through the golden age of the late 1920s to the end of World War II. Films by F. W. Murnau, Fritz Lang and Leni Riefenstahl among others. We will consider new readings of classic films like *The Cabinet of Dr. Caligari*, *Metropolis*, and *The Blue Angel*. Special emphasis on the portrayal of women and theories of the female spectator.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

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### GER 245 Constructing the Other in German Cinema (in English)

*Ward*

We will examine the way in which cinematic representation has constructed “the other” in the context of German cultural history of the twentieth century. Beginning with issues of gender, we will discuss the visualization of woman as other in classics of the silent era, including *Metropolis*, and *Pandora’s Box*. The role of nationalism, colonialism, racism, and anti-Semitism in the construction of “the other” in the cinema of the 30s and 40s will also be considered. We will then view a wide variety of postwar films and filmmakers, considering, for example, cinematic portrayals of “guest workers,” and the “other Germany” seen as other from both sides of the Cold War divide.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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### GER 246 History and Memory in New German Cinema (in English)

**NOT OFFERED IN 2000–01.** This course will analyze the representation of history and memory in the New German Cinema through representative films. Excerpts from other related films of New German Cinema, cinema in the German Democratic Republic, and other cinematic traditions (French New Wave, German Expressionism, Hollywood) will be compared and contrasted. Issues to be discussed include: narrative strategies and the representation of the recent German past; different forms of history; the role of the media for national identity; gender and the burden of memory; questions of spectatorship; cinema and post-modern aesthetics.

*Lectures, readings and discussions in English; all films subtitled. Film screenings will be in addition to the lectures and discussions.*

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies  
Semester: N/O Unit: 1.0

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#### GER 250 Research or Individual Study

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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#### GER 250H Research or Individual Study

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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#### GER 252: Drama as Text and Performance

**NOT OFFERED IN 2000–01.** Focusing on one period of German theatre, we will examine main features of the genre of the drama. We will discuss individual plays as well as critical texts by the major authors of this period. The course will culminate in a stage production at the end of the semester. One seminar period with additional rehearsal time.

Prerequisite: 201-202 or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

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#### GER 255 The Woman Question 1750 to 1900

Ward

From Theodor Gottlieb von Hippel's essay "On Improving the Status of Women" to "Volkish" theories about woman's societal role near the turn of the century, we will trace the way the "Frauenfrage" was posed and answered in German-speaking countries. The role of women in Romantic thought and their activity in Romantic circles and salons; the way in which the debate was changed by the revolutionary convulsions of 1848. The development of an organized women's movement in the 1870s and 1880s. We will read essays on women's education and marriage; poetry and short stories, letters, diaries and travel literature by women which reflect a range of attitudes toward the "Frauenfrage"; as well as men's contributions to the debate from Hippel to August Bebel's *Women under Socialism. Taught in German.*

Prerequisite: 231 or by permission of the instructor.  
Distribution: Historical Studies or Language and Literature  
Semester: Fall Unit: 1.0

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#### GER 265 Literature and Empire: Myth and History in the Habsburg Dynasty

**NOT OFFERED 2000–01.** For more than 600 years Habsburg rule preserved a semblance of unity and order to a widely heterogeneous peoples and cultures. At various historical periods the empire included land in Austria, Hungary, northern Italy, the Netherlands, Spain, the Balkans, and Mexico. For a while this was a world power over which the sun never set, but it was finally undermined by ethnic nationalism and a world war. The noble family who had almost unprecedented political power to manage and mismanage political events will be the subject of this course. Through readings in literature, history, and biography we will explore this rich culture of the Danube monarchy and examine how the Habsburgs themselves forged the myth of their own dynasty, as well as how they are portrayed in art and literature.

Prerequisite: None  
Distribution: Historical Studies or Language and Literature  
Semester: N/O Unit: 1.0

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#### GER 268 Richard Wagner: His Critics and Defenders (in English)

**NOT OFFERED IN 2000–01.** Richard Wagner—composer, poet, critic—is a controversial figure in German culture. This course will examine in depth the four operas that make up his great mythical tale of lust and power, *The Ring of the Nibelung*. Beginning with the tradition of Scandinavian mythology, we shall read the saga texts that were Wagner's sources. We shall explore the cultural function of myth in literature, music, and ultimately in politics. We shall study major responses to Wagner, concentrating on his contemporary, philosopher Friedrich Nietzsche (*The Birth of Tragedy*), and short works by Thomas Mann. In addition, we shall also explore Wagner's own theoretical writings and his subsequent use by National Socialism. *Two periods, with additional evening listening sessions.*

Prerequisite: None  
Distribution: Language and Literature or Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

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#### GER 273 Berlin in the Twenties

**NOT OFFERED IN 2000–01.** Berlin, the capital of Germany during the Weimar Republic, was a center of German cultural activity in the 1920s. Topics include: political and social change within the economic dislocation caused by World War I; Berlin's urban milieu as the backdrop for avant-

garde culture; the rise of National Socialism. Texts and issues from various media: autobiography, fiction, theater, cabaret, film, art and architecture. *Taught in German, two periods.*

Prerequisite: 231 or by permission of the instructor.  
Distribution: Arts, Music, Theater, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

**GER 274 Postwar German Culture**

**NOT OFFERED IN 2000–01.** A survey of cultural, social, and political developments in Germany since 1945. Texts will be drawn from literature, historical studies, and autobiography. The changing role of women in the Federal Republic of Germany and the German Democratic Republic after 1949 will be an important topic of discussion. Special emphasis on developing advanced skills in reading, speaking and writing German. *Taught in German, two periods.*

Prerequisite: 231 or by permission of the instructor.  
Distribution: Historical Studies or Language and Literature  
Semester: N/O Unit: 1.0

**GER 325 Goethe**

**NOT OFFERED IN 2000–01.** Texts from all phases of Goethe's literary career will be studied in their socio-historical context. Readings will include: poetry, dramatic works including Faust, and narrative works. *Taught in German, two periods.*

Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**GER 329 Readings in Eighteenth-Century Literature**

*Kruse*

The problems and issues of the Enlightenment, Storm and Stress, and Early Romanticism will be studied in their historical context. Special focus on literary images of women in the 18th century. Texts by Gellert, Lessing, Wagner, Goethe, F. Schlegel, Schiller, Kleist. *Taught in German, two periods.*

Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

**GER 344 German Cinema 1919 to 1945**

**NOT OFFERED IN 2000–01.** Same course as 244 above, with additional readings in German and films without subtitles, plus an additional

weekly class meeting taught in German with discussions and oral reports in German.

Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

**GER 345 Constructing the Other in German Cinema**

*Ward*

Same course as 245 above, with additional readings in German film theory and films without subtitles, plus an additional weekly class meeting taught in German with discussions and oral reports in German.

Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

**GER 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**GER 350H Research or Individual Study**

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**GER 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**GER 365 Literature and Empire: Myth and History in the Habsburg Dynasty (in German)**

**NOT OFFERED IN 2000–01.** Same course as German 265 above, with additional readings in German, and an additional weekly class meeting taught in German with discussions and oral reports in German.

Prerequisite: One Grade II unit, 240 or above, or by permission of the instructor.  
Distribution: Historical Studies or Language and Literature  
Semester: N/O Unit: 1.0

**GER 368 Richard Wagner: His Critics and Defenders (in German)**

**NOT OFFERED IN 2000–01.** Same course as German 268 above, with additional readings in German, and an additional weekly class meeting taught in German with discussions and oral reports in German.



Prerequisite: One Grade II unit, 240 or above, or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

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### GER 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### GER 389 Seminar. Hofmannsthal and the Culture of Turn-of-the Century Vienna *Hansen*

When still a schoolboy Hugo von Hofmannsthal (1874–1929) dazzled literary circles of Vienna with his poetic genius. While those early verses typified the values of a “decadent” generation, he came to reject the art of aestheticism in order to explore universal human problems which found their expression in collaboration with composer Richard Strauss. To trace Hofmannsthal’s development, we shall read poetry, short stories, a comedy, and study three operas. We shall also read contemporary autobiography and study the contributions of artist and composers to the rich culture of this period.

Prerequisite: One Grade III unit or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Fall Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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EXTD 254 Imaginary Crimes and Courts: Law in Literature

## Directions for Election

The department offers majors in Language and Literature and German Studies, as well as a minor in German. 101-102 is counted toward the degree but not toward the major or minor. Students who begin German at Wellesley and wish to major will be encouraged to advance as quickly as possible to upper-level work by doing intermediate language training during the summer or accelerating in our January-in-Vienna program during Wintersession.

The German Department will grant one unit of credit toward the degree for an Advanced Placement score of 4 or 5. Because the AP credit is considered the equivalent of German 202, a student will not get the Advanced Placement credit if she takes 202 or a lower course. A student entering Wellesley must have an Advanced

Placement score of 4 or 5 to satisfy the foreign language requirement.

### The Major in Language and Literature

The major in Language and Literature develops advanced language skills with emphasis on the critical reading of texts while also stressing a deeper acquaintance with the literary and cultural traditions of German-speaking countries. 202 may count to the 8-unit minimum major. 231 and two 300 level units are required, either 325 or 329 (offered in alternate years) and one seminar (389). Of the remaining minimum four elective units, one unit can be a 200-level course offered by the department in English, but if a 300-level of the same course is offered with an extra section taught in German, this is highly recommended. With approval of the department, courses taken abroad may count toward the major at the 200-level. Courses on the German Studies Related Courses list are also recommended as complements to the language and literature major. Each student should consult her departmental advisor about the best sequence of courses for her major program.

### The Major in German Studies

Please see German Studies.

### The Minor in German

The minor offers an opportunity to acquire advanced skills in the language with emphasis on communicative strategies and cross-cultural understanding. 202 may count to the 5-unit minimum minor. 231 is required. One 300-level unit is highly recommended. One unit can be a 200-level course offered by the department in English, but if a 300-level of the same course is offered with an extra section taught in German, this is highly recommended. With the approval of the department, courses taken abroad may count toward the minor. Students are encouraged to supplement the minor with any of the Related Courses listed under German Studies. Each student should consult with her departmental advisor about the best sequence of courses in her case.

### Honors Program

The department offers two plans for the Honors Program. Plan A (See Senior Thesis Research, 360 and 370) provides the opportunity for original work in Language and Literature or German Studies, culminating in the writing of a longer paper or papers with an oral defense. Plan B, honors by examination, is open to candidates in Language and Literature only. Written and oral examinations are based on a reading list devised by the student under the guidance of an advisor. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project that would be included in the Honors examination.



# German Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Kruse (German)*

This interdisciplinary and interdepartmental major is designed to provide the student with a broader understanding of the cultures of Germany, Austria and Switzerland by achieving an advanced level of language proficiency and by studying the art, history, literature, philosophy, and politics of these countries in depth. 202 may count to the 8-unit minimum major. 231 and two 300-level units are required. A minimum of 5 units should be completed in the German Department, one of them at the 300-level. The elective units taken in the German Department may be drawn from courses taught in German or English, including either Writing 125/German 120 or 121.

The remaining minimum of three elective units may be drawn from any of the Related Courses listed below. A student who enrolls in these courses is expected to do a project or paper on a German, Austrian, or Swiss topic in order to count the course toward her German Studies major. Or, she may also do an interdisciplinary 360-370 project that is supervised by an interdepartmental committee. With approval of the relevant department, courses taken abroad may count at the 200-level toward the major. A course in German history is highly recommended, as are two units from a single allied field. While it is helpful to have an advisor in the allied field, a student's major advisor is in the German Department that approves all individually constructed German Studies programs.

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### GER 250 Research or Individual Study

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring  
Unit : 1.0

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### GER 250H Research or Individual Study

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring  
Unit : 0.5

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### GER 298 (Wintersession in Vienna) Turn-of-the-Century Vienna: The Revolution in the Arts *Hansen*

Turn-of-the-century Vienna has been called the cradle of the 20th century, for it was in this city that a remarkable florescence of the arts began to

react to traditional artistic styles and the cultural norms of the 19th century. Viennese tradition was embodied in the imperial project of the Ringstrasse, a bold building project that in 1857 began to remove the medieval walls and modernize the city to create a showpiece of historical architecture. By the last decade of the century the artists, architects, and designers of the following generation rejected or redefined historical models to create new art forms that are the basis of modernism. We will explore the breakthrough in the buildings of Otto Wagner and Adolf Loos; in the designs of Joseph Hoffmann and Kolo Moser; and the painting of Gustav Klimt, Egon Schiele, and Oskar Koskoschka. The course will examine other monuments in Vienna in order to convey the traditions from which modernism emerges. Includes cultural excursions, theater, opera, and concerts. *Taught in English.*

Prerequisite: Open only to students enrolled in the German 202 section taught in Wintersession-in-Vienna (January 2001). The course is designed to augment the language study of the GER 202 class.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Wintersession  
Unit: 0.5

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### GER 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

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### GER 350H Research or Individual Study

Prerequisite: Open by permission.  
Distribution: None  
Semester: Fall, Spring  
Unit : 0.5

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### GER 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

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### GER 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring  
Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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### ARTH 224 Modern Art to 1945

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### ARTH 225 Modern Art since 1945

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**ARTH 311** Northern European Painting and Printmaking

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**ARTH 290/SOC 290** Propaganda and Persuasion in the Twentieth Century

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**ECON 340** Advanced Analysis of Foreign Economics. Topic A: The European Union

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**EXTD 254** Imaginary Crimes and Courts: the Law in Literature

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**GER 120/WRIT 125** Views of Berlin

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**GER 121/WRIT 125** Turn-of-the-Century Vienna: The Birth of Modernism

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**HIST 201** Europe Since 1600

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**HIST 217** The Making of European Jewry 1085–1815

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**HIST 218** Jews in the Modern World, 1815–Present

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**HIST 236** The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

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**HIST 237** Modern European Culture: The Long Nineteenth Century

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**HIST 240** The World at War: 1937–1945

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**HIST 241** Europe 1914–1989

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**HIST 242** European Culture Since 1918: From Modernism to Post-Modernism

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**HIST 245** Germany in the Twentieth Century

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**HIST 296** The Cold War, 1945–1991

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**HIST 332** Europe Under German Occupation; 1939–1945: Resistance, Collaboration, and Genocide

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**HIST 334** Seminar. European Cultural History

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**HIST 338** Seminar. European Resistance Movements in World War II

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**HIST 341** Seminar. The Nature and Meanings of History

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**HIST 367** Seminar. Jewish Ethnicity and Citizenship

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**MUS 223** *Das Lied*: The Music and Poetry of the German Art Song

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**PHIL 223** Phenomenology and Existentialism

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**PHIL 302** Kant's Solution to Skepticism and Solipsism

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**PHIL 303** Kant's Metaethics

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**POL2 205** The Politics of Europe and the European Union

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**POL4 242** Contemporary Political Theory

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**POL2 301S** Seminar. Transitions to Democracy

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**POL2 303** Political Economy of the Welfare State in Europe and America

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**POL4 342** Marxist Political Theory

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**REL 245** The Holocaust and the Nazi State

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**WRIT 125/GER 120** Views of Berlin

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**WRIT 125/GER 121** Turn-of-the-Century Vienna: The Birth of Modernism

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# Department of History

Professor: *Auerbach, Kapteijns (Chair-Spring), Malino, Rogers<sup>A2</sup> (Chair-Fall), Tumarkin*  
Associate Professor: *Matsusaka, Shennan, Varon*  
Visiting Associate Professor: *Rollman*  
Assistant Professor: *Giersch, McGlynn, Ramseyer, Sheidley*  
Visiting Assistant Professor: *Hitchcock*

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## HIST 100 Introduction to Western Civilization

**NOT OFFERED IN 2000–01.** Presenting the sweep of history from Egypt of the pyramids to the Spanish Empire of the sixteenth century, we will study the unique features of ancient Judaism, Greek civilization, the Roman Empire, and will explore such developments as the Christianization of Europe, the Renaissance, and the Protestant Reformation. At the same time we will examine how each succeeding civilization remembers the past—how the Greeks remembered Egypt, how the Romans remembered the Greeks, how medieval and modern Europeans looked back to Rome. We will journey from the Stonehenge to the Sistine Chapel, reading some of the most influential books of the Western traditions.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

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## HIST 103 History in Global Perspective: Cultures in Contact and Conflict

*Rollman, Hitchcock*

An introduction to the comparative study of history, covering several different time periods and global in scope (Africa, East Asia, the Middle East, Europe and the Americas). The focal theme is the contact and conflict *within* and *between* societies and cultures. Guest lectures by members of the History Department. Two lectures and one discussion section per week.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall Unit: 1.0

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## HIST 105 Russian Civilization

*Tumarkin*

**NOT OFFERED IN 2000–01.** An interdisciplinary introduction to the Russian experience from the tenth century, when the princes of Kiev

adopted Byzantine Christianity, to the twentieth century, when the vast Russian Empire was transformed into the world's first socialist state and eventual global superpower. The course is organized around selected themes in cultural history, and materials are drawn from historical sources, the visual and performing arts, material culture, and Russia's unparalleled literary canon. We also will have occasional guest lectures by Russianists in disciplines other than history.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

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## HIST 106 Japanese Civilization

*Matsusaka*

A broad examination of the history of Japan from the origins of the Japanese people to modern times. The first half of the course covers the origins of the Japanese people and their own creation myths; the formation of the imperial state; the rise of classical civilization and its culmination in the court culture centered in what is known today as Kyoto; the Medieval world of the samurai warriors; first contact with the West in the sixteenth century; and the age of the shoguns. The second half explores Japan's modern transformation during the Meiji era; the rise of imperial Japan in the early twentieth century; the Second World War and its aftermath; and Japan's more recent emergence as a global economic power.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall Unit: 1.0

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## HIST 201 Modern European History

*Tumarkin*

A topical exploration in the history of Europe west and east, from the eighteenth to the late twentieth century. Themes include: changing mentalities and culture wars; industrialization and its critics; the French and Russian revolutions; the world of the modern city; World Wars I and II; nationalism, imperialism, socialism, fascism and consumerism.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

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## HIST 203 History of the United States, 1607 to 1877

*Sheidley*

A survey of the social, cultural, and institutional dimensions of American history from the colonial period through the Civil War and

Reconstruction. Special attention to recurrent themes in the pattern of America's past: immigration, racial and cultural conflict, urbanization, reform.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### **HIST 204 History of the United States, 1877 to 1976**

*Auerbach*

The emergence of an urban industrial society; social change amid tension between traditional and modern cultures; development of the welfare state; issues of war and peace; the shifting boundaries of conservative reaction, liberal reform, and radical protest, from the 1880s to the 1970s.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### **HIST 205 History of Britain from the American Revolution to the Present**

**NOT OFFERED IN 2000-01.**

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### **HIST 206 Introduction to the History of Latin America**

**NOT OFFERED IN 2000-01.** An introduction to themes and problems in Latin American history. This course identifies and examines some of the key people, institutions, ideologies, and events shaping the history of Central and South America. We focus particularly on the histories of Mexico, Cuba, and Argentina. Topics include: the ecological history of Central and South America, pre-Columbian cultures, the Columbian Encounter, the Spanish Conquest of the Americas, the Spanish Empire, the rise and fall of slavery, independence movements, the Mexican-American War, the Mexican Revolution, urbanization and immigration, Peronism in Argentina, revolutions in Cuba and Nicaragua, the politics of third world debt, and the lure of El Norte.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### **HIST 208 Society and Culture in Medieval Europe**

*Ramseyer*

This course examines life in medieval Europe in all its manifestations: political, social, cultural, and economic. Topics to be studied include feudalism, courtly literature and art, monks and monastic culture, university life and theological debates, economic structures and their transformations, and the role of women as wives, rulers and nuns. Students will learn to analyze and interpret primary sources from the period, as well as to evaluate critically historiographical debates related to medieval history.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### **HIST 209 From William the Bastard to Gloriana England, 1066-1603**

*McGlynn*

In 1066 the Normans invaded England, beginning a new chapter in the country's history and introducing new ideas in religion, politics and law. This course will trace the development of England from the arrival of William the Conqueror to the reign of one of England's most intriguing monarchs, Elizabeth I. We will look at issues of social and religious change, such as the Black Death and the Lollard heresy, but we will also examine the development of institutions such as parliament and the common law, which would have an impact far beyond the island of their origin.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### **HIST 211 The Scientific Revolution**

**NOT OFFERED IN 2000-01.** Science is now the dominant institution for understanding and manipulating the natural world. Many of its key elements—mathematical law, experiment, systematic observation, open communication—arose in the so-called scientific revolution of the 17th century. The course examines the cultural and intellectual origins of modern science through the seminal works of Copernicus, Kepler, Galileo, and Newton.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0



**HIST 213 Conquest and Crusade in the Medieval Mediterranean**  
*Ramseyer*

This course examines life in the Mediterranean from the disintegration of the Roman empire in the fourth and fifth centuries through the Latin Crusades of the Holy Land in the eleventh and twelfth centuries. Readings will focus on the various wars and conflicts in the region as well as the political, religious, and social structures of the great Christian and Muslim kingdoms, including the Byzantine empire, the Islamic caliphates of the Fertile Crescent and North Africa, the Turkish emirates of Egypt and the Near East, the Norman kingdom of Sicily, and the Latin Crusader States. Attention will also be paid to the cultural and religious diversity of the medieval Mediterranean and the intellectual, literary, and artistic achievements of Christian, Muslim, and Jewish communities.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring Unit 1.0

**HIST 214 Medieval Italy**  
*Ramseyer*

**NOT OFFERED IN 2000–01.** This course provides an overview of the diverse forms of political, social, and economic life in pre-Renaissance Italy between the invasion of the Lombards in the sixth century through the rise of urban communes in the thirteenth century. Topics of discussion will include early medieval social and economic structures, political life and the Italian nobility, the volatile relationship between popes and emperors, the role of heresy and dissent, and the development and transformation of cities and commerce in both northern and southern Italy.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O Unit 1.0

**HIST 217 The Making of European Jewry, 1085 to 1815**  
*Malino*

**NOT OFFERED IN 2000–01.** A study of the Jewish communities of Western and Eastern Europe from the reconquest of Toledo to the end of the Napoleonic era. Topics include medieval Jewish communities, their dispersion, the differentiation of Eastern and Western Jewry, persecution and toleration, secularism, religious revivalism and mysticism, and the emancipation of the Jews during the French Revolution.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O Unit 1.0

**HIST 218 Jews in the Modern World, 1815 to the Present**  
*Malino*

A study of the demographic, cultural and socio-economic transformation of the Jewish Communities of Western and Eastern Europe. Topics include the struggle for emancipation, East European Jewish enlightenment, immigration, acculturation and economic diversification; also the emergence of anti-Semitism in the West and East, Zionism, the Holocaust and the creation of the state of Israel.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

**HIST 219 The Jews of Spain and the Lands of Islam**  
*Malino*

The history of the Jews in Muslim lands from the 7th to the 20th century. Topics include Muhammed's relations with the Jews of Medina, poets, princes and philosophers in Abbasid Iraq and Muslim Spain, scientists, scholars and translators in Christian Spain, the Inquisition and emergence of a Sephardic diaspora. Twentieth century focus on the Jewish communities of Morocco, Tunisia and Egypt.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall Unit: 1.0

**HIST 220 Images of the Cosmos**

**NOT OFFERED IN 2000–01.** Traces the West's changing conceptions of the natural world from Antiquity to the present by examining dominant metaphors: we move from the animism of Plato's cosmos to the mechanism of Newtonian physics and from the metaphors of competition and cooperation in organic evolution (Darwin, Gaia hypothesis) to the contingency in big bang cosmology and chaos theory. Extensive use of visual materials.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

**HIST 221 Women, Science and Gender in Historical Perspective**

**NOT OFFERED IN 2000–01.** A survey of women in science from antiquity to the present (with focus on Hypatia, Chatelet, Somerville, Kovalevskaja, McClintock, and Franklin) suggests that despite barriers of exclusion, women's participation in science has been surprisingly extensive. Most scientific theories on women and

gender, however, have been deeply tied to male-dominant perspectives, which raise profound questions about the culture-and gender-dependence of scientific knowledge.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O

Unit: 1.0

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### HIST 225 Age of Charlemagne

**NOT OFFERED IN 2000–01.** Covering the period 600–900, this course traces the transformation of the Franks from tribal society to empire. We will engage this culture on many levels: law and liturgy, monasticism, warfare, crime, poetry and history writing; powerful and powerless women; agriculture, art and architecture; the influence of Ireland and Spain; and the influence of the past. We will assess the importance of particular thinkers and rulers—the clever deacon Alcuin, the fanatic Agobard, the mystical Irishman Eriugena—and Charlemagne himself. We will also consider the impact of the invisible members of this society: angels, demons, and the saints.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O

Unit: 1.0

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### HIST 227 The Italian Renaissance

*McGlynn*

This course will trace the growth and elaboration of renaissance ideas and practices in the Italian city-states between the thirteenth and sixteenth centuries. We will examine the reasons behind this movement and the different forms that it took, and consider the ways in which an intellectual movement was affected by the social, political, economic and religious milieux in which it grew and flourished.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall

Unit: 1.0

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### HIST 228 The Renaissance and Reformation in Northern Europe

*McGlynn*

This course will examine the transformation of Renaissance ideas in the monarchies of Northern Europe. We will consider the artistic and intellectual elements of the Northern Renaissance, but we will also focus on the greater concern with religious reform, manifest among northern humanists. We will consider the development of both the Protestant and Catholic Reformations,

their relationship to the earlier reform ideas, and their impact on European Society.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring

Unit: 1.0

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### HIST 229/329 Alexander the Great: Psychopath or Philosopher King

*Rogers*

**NOT OFFERED IN 2000–01.** Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *This course may be taken as either 229 or, with additional assignments, as 329.*

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O

Unit: 1.0

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### HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon

*Rogers*

The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall

Unit: 1.0

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### HIST 231 History of Rome

*Rogers*

**NOT OFFERED IN 2000–01.** Rome's cultural development from its origins as a small city state in the 8th century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of "mystery" religions, the persecution and expansion of Christianity, and the economy and society of the Empire.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O

Unit: 1.0

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**HIST 232 The Making of the Middle Ages, 500 to 1200**

**NOT OFFERED IN 2000–01.** A survey of the transformations around the Mediterranean which mark the passage from Late Antiquity to the Middle Ages. A unified Classical world disintegrates, western, Byzantine and Islamic societies define themselves in relation to the Roman imperial past, and to each other. Comparative work on subjects such as gender roles, rhetoric and asceticism. Readings from primary texts in translation, study of manuscript illumination and architecture.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 234 The Later Middle Ages, 1200 to 1500**

**NOT OFFERED IN 2000–01.** An exploration of the later middle ages, from the Magna Carta and the Third Crusade to the broadening of Europe's horizons by Spanish and Portuguese adventurers and missionaries. Topics include: the rise of the state and its conflicts with the Church; medieval scholarly life; religious movements; the lives of extraordinary figures, such as St. Francis and Joan of Arc. The course will provide an especially close look at medieval Spain, Germany, and Italy. Readings will range from royal and ecclesiastical documents to the ribald humor of Boccaccio.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 236 The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries**

**NOT OFFERED IN 2000–01.** A comparative survey of Enlightenment in England, France, and the Germanies. The course begins with the religious and intellectual crisis of the seventeenth century (the discovery of new worlds, the search for holiness, the persecution of difference, the witch craze, philosophical skepticism). It examines the cultural system which emerged (scientific method, religious toleration, natural rights, deism, classicism in art), and then, the popularization, radicalization and critique of Enlightenment in the eighteenth century. Authors read include: Spinoza, Locke, Hume, Voltaire, Diderot, Rousseau, Kant and Goethe.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 237 Modern European Culture: The Long Nineteenth Century**

**NOT OFFERED IN 2000–01.** A survey of European culture from the French Revolution to World War I, from idealism to irrationalism in philosophy, from liberalism and socialism in politics, from romanticism to modernism in art and literature. The course centers on the resistance to the Enlightenment and the radicalism of the French Revolution and traces the growth of a more complex cultural life over the course of the nineteenth century. It ends with the deepening cultural crisis on the eve of World War I. Authors read include: Blake, Kleist, Mill, Marx, Baudelaire, Nietzsche, and Rilke.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 238 Invasion and Integration: British History, 400 to 1300**

**NOT OFFERED IN 2000–01.** The British Isles: a beleaguered Roman imperial province in the fifth century; in the thirteenth, the theatre of operations of one of the most powerful monarchies in the West. The transactions between successive invaders and inhabitants, Christian ascetics and pagan warriors; the fabulous wealth of England. Readings from primary texts in translation, discussion of visual and archaeological evidence.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 240 The World At War: 1937 to 1945**

*Matsusaka, Shennan*

A comparative perspective on the political, social, cultural and military history of World War II, with equal attention to the Asian and European arenas of conflict. Themes to be discussed include: diplomacy and war from the invasions of China (1937) and Poland (1939) to the nuclear attacks on Hiroshima and Nagasaki; the experiences of occupation, resistance, genocide and liberation; mobilization and social change on the "home fronts"; the role of science and technology; the leadership of Churchill, Stalin, Roosevelt, Chiang, Hitler, Konoe, and Tojo; evolving postwar memories of the war.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### HIST 241 Europe 1914 to 1989

*Shenman*

**NOT OFFERED IN 2000–01.** Survey of Europe's political, social and cultural history during the "short twentieth century", from the assassination in Sarajevo to the dismantling of the Berlin Wall. The first half of the course will explore the general crisis of 1914–45—the Great War and its socio-cultural impact, the Russian Revolution and Stalinism, the Great Depression, ideologies of fascism and anti-fascism, World War II and the Holocaust. The second half will examine the resolution of this general crisis during the Cold War era. Here we will look at the regeneration of capitalist economics and democratic politics in the West, the rise and decline of the Soviet empire in the East, the culture of austerity and affluence in the postwar decades, the waning of national rivalries and the contraction of Europe's power. We will conclude by examining the Revolution of 1989.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 242 European Culture Since 1918: From Modernism to Post-Modernism

**NOT OFFERED IN 2000–01.** A survey of European culture since World War I: the formation of a political and cultural avant-garde on the right and left; surrealism, Dada, and existentialism; the varieties of communism and fascism; the peace movement; cultural engagement in Spain and Germany under fascism; the world of the emigres; renewal and restoration after World War II; decolonization; youth rebellion in the Sixties; postmodernism. Authors read include: Virginia Woolf, Breton, Heidegger, Simone Weil, Camus, Lenin, Orwell, the Situationists, Böll, and Thomas Bernhard. A series of films accompanies the course.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 244 History of Modern France, 1789 to 1981

*Shenman*

**NOT OFFERED IN 2000–01.** Exploration of major themes in the social and political history of France since 1789. Topics include: the French Revolution and the revolutionary tradition; industrialization and urbanization in the 19th century; culture and lifestyles during the *fin-de-siècle*; social and economic impact of the world

Wars; resisters and collaborators in World War II; modernization and decolonization since 1945.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 245 Germany in the Twentieth Century

**NOT OFFERED IN 2000–01.** An examination of German politics, society, and culture from World War I to the present. The course concentrates on the greater German language area—including the post World War II Federal, German Democratic, Austrian republics and treats Central Europe since unification.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 246 Medieval and Imperial Russia

*Tumarkin*

A journey through the turbulent waters of Russian history, from the Viking incursions of the ninth century, to the Mongol invasion, and the reigns of such legendary rulers as Ivan the Terrible, Peter the Great and Catherine the Great. Special emphasis on the evolution and spectacular growth of the Muscovite state, and on the coexistence and clash of a multitude of cultures in a vast and dangerous territory.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### HIST 247 Russia Under the Romanovs

*Tumarkin*

An exploration of Imperial Russia in its century of astonishing triumph and dramatic disaster, from the jubilant defeat of Napoleon in the early nineteenth century, to the implosion of the monarchy and the brutal murder of Nicholas II in 1918 as Russia roiled in revolution. Special emphasis on the reality and myth of the long-suffering Russian peasantry; the grand rituals and personal traumas of the Romanov monarchs; and the startling brilliance of Russia's unparalleled literary canon.

Prerequisite: None. Note: Students who have taken HIST 247 in 1999–2000 may also take HIST 247 in 2000–01, since the course now is devoted to the Imperial period.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0



**HIST 248 The Soviet Union: A Tragic Colossus**

*Tumarkin*

**NOT OFFERED IN 2000–01.** An exploration of Russia in turmoil, beginning with the “Time of Troubles”—World War I, the Russian Revolution of 1917, and the Civil War between White and Reds—and then moving on to the grand, extravagant and brutal socialist experiment that ended in December 1991 with the sober announcement by Mikhail Gorbachev that the Union of Soviet Socialist Republics no longer existed. Special emphasis on: Soviet morals, mores, popular culture and the arts; Lenin, Stalin, Khrushchev, and Gorbachev as leaders; and the various histories of the Soviet Union’s non-Russian minorities.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

**HIST 250 Research or Individual Study**

Prerequisite: Open to first-year students and sophomores.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**HIST 250H Research or Individual Study**

Prerequisite: Open to first year students and sophomores.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**HIST 251 Continent in Crisis: The Revolutionary Transformation of North America**

*Sheidley*

An examination of the forces that shattered British colonial society during the eighteenth century and gave rise to a new nation in North America. We will investigate the causes of the American Revolution from a continental perspective, paying careful attention to the experiences of Native Americans as well as colonists having European and African roots, and explore the consequences of this transformative event for all inhabitants of the new Republic.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

**HIST 252 Race and Ethnicity in Early America**

*Sheidley*

**NOT OFFERED IN 2000–01.** An examination of the emergence of a multi-racial, multi-ethnic society in British North America, from 1607 to 1776. Discussion of voluntary and involuntary migration, the pattern of colonial settlement, areas of cultural conflict, the emergence of racial and ethnic consciousness, cultural adaptation, and the development of “American” culture.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

**HIST 253 First Nations: An Introduction to Native American History**

*Sheidley*

A survey of the social, cultural, and political history of North America’s native peoples from 1200 through the present. Case studies of particular nations will be used to explore a wide range of issues, including the politics of treaty-making, the economic and environmental consequences of the fur trade, “Removal” and reservation life, pan-Indianism, and the “Red Power” movement of the 1970s. In addition to historical scholarship, sources will include autobiography, fiction, and several cinematic depictions of Native American Life.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Fall Unit: 1.0

**HIST 255 American Environmental History**

**NOT OFFERED IN 2000–01.** A study of how people and natural environments have shaped each other in America from the colonial period to the present. The course examines: the influence of the land on patterns of human behavior; the impact of social and cultural outlooks on changing uses of the natural world; the construction of our own ideas about the environment; our understanding of what nature is, and what our place in nature should be. Topics include American Indian practices and cosmologies, disease, the capitalist commodification of nature, romanticism, landscape paintings, species extinctions, the rise of modern environmentalism, and the backlash of the New Right.

Prerequisite: None  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

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**HIST 256 Colonial North America, 1600-1763**

*Sheidley*

**NOT OFFERED IN 2000-01.** An examination of colonial societies in North America during the seventeenth and eighteenth centuries, with particular attention to the English, and later the British, colonies. Emphasis will be on the meeting of Native American, Western European, and West African cultures and the diverse societies that emerged from this encounter.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 257 History of Women and Gender in America**

*Varon*

The history of American women, from the colonial period to the 1960s, with a focus on women's involvement in politics and on the changing nature of women's work. Topics include colonization and the Revolution; the construction of the private and public "spheres"; slavery and antislavery; immigration and ethnicity; women and war; the battle for suffrage; women's health and sexuality; and civil rights and feminism.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 258 Freedom and Dissent in American History**

*Auerbach*

Freedom of speech since the founding of the nation, with special attention to the expanding and contracting Constitutional boundaries of permissible dissent. Among the issues considered are radical protest; wartime censorship; forms of symbolic expression; obscenity and pornography; campus hate speech; the enduring tension between individual rights and state power in American society.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 263 South Africa in Historical Perspective**

*Kapteinjs*

An analysis of the historical background of Apartheid, focusing on the transformation of the African communities in the period of commercial capitalist expansion (1652-1885), and in the

industrial era (1885-present). Important themes are the struggle for land and labor; the fate of African peasants, labor migrants, miners and domestic servants; the destruction of the African family; the diverse expressions of African resistance, and the processes which are creating a new, post-apartheid South Africa. Short stories, films and poetry are among the sources used.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 264 The History of Precolonial Africa**

*Kapteinjs*

**NOT OFFERED IN 2000-01.** The development of increasingly complex societies from gathering and hunting groups and stateless societies to city-states and kingdoms. Introduction to the wide variety of source materials available to the African historian. Themes include the spread of Islam in Africa, the rise of towns and a middle class, the massive enslavement of African people, and the changing social relationships between old and young, men and women, nobles and commoners, and free-born and slaves in precolonial Africa.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 265 History of Modern Africa**

*Kapteinjs*

**NOT OFFERED IN 2000-01.** Many of Africa's current characteristics are the heritage of its colonial experience. This course will deal with the different types of colonies from those settled by European planters to the "Cinderellas" or minimally exploited ones and will trace African responses to colonial rule up to the achievement of political independence. For the post-colonial period, the emphasis will be on an analysis of neo-colonialism and the roots of poverty, the food crisis, population growth, AIDS, and the structural weaknesses of the African state.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 266 The Struggle Over North Africa, 1800 to Present**

*Rollman*

**NOT OFFERED IN 2000-01.** Themes in the social, economic, political and cultural history of North Africa (the Maghreb and Mauretania, Libya, Egypt and Sudan) from 1800 to the present: major features of precolonial society and

history in three regions, the transformations brought about by French, British and Italian colonial rule, North African resistance and wars for independence, and the contradictions of the era of formal political independence, including the emergence of Islamist movements and the literary and political debate about post-colonial identities in the area. Students will draw on analyses by historians and social scientists, on novels, short stories, autobiographies, poetry by North Africans, and on music and film from and about North Africa.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 268 The Industrialization of Japan

*Matsusaka*

An examination of industrial development in Japan, from the late nineteenth century through the 1980s. Emphasis on the history of major business institutions and their relationship to government and labor. Topics include early development strategies, the growth of business combines, the evolution of "permanent employment," the role of state planning, comparisons with American business institutions, and the so called "Japan model" for industrialization.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### HIST 269 Japan, the Great Powers and East Asia, 1853-1993

*Matsusaka*

NOT OFFERED IN 2000-01. The history of Japan's international relations from the age of empire through the end of the cold war. Principal themes: tensions between international cooperation and autonomy, economic interest and domestic politics as determinants of foreign policy, the relationship between diplomacy and national defense. Special emphasis on relations between the United States, China and Japan.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 270 Japan Before 1840

NOT OFFERED IN 2000-01.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 271 Modern Japan, 1840 to 1990

NOT OFFERED IN 2000-01.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 275 Imperial China

NOT OFFERED IN 2000-01. After a topical survey of earlier developments in Chinese history, the course will focus on the period from ca. 1600 to the eve of the revolution of 1911. Emphasis will be on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive breakdown of Chinese society and polity in the 19th century.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 276 China in Revolution

NOT OFFERED IN 2000-01. A survey of the turbulent history of China from the last dynasty of China's imperial past, the Qing (1644-1911) to the new emperors of her communist present (1949-1997). Emphasis on the collapse of the old empire and the reforms, rebellions, and revolutions that have shaped China's efforts to construct a new social and political order.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 277 Chinese Civilizations

*Giersch*

Chinese history from the earliest agricultural settlements to 1800. Topics include the origins of Confucianism and its impact on family life and politics; Daoism, Buddhism and folk religion; money and the commercialization of everyday life; the influence of neighboring nomadic societies; and early encounters with Europe. Sources include plays, diaries, philosophical writings and paintings.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 278 Reform and Revolution in China 1800-2000***Giersch*

From shattering nineteenth-century rebellions to the 1997 incorporation of Hong Kong, few places have experienced tumult and triumph in the same massive measures as China. This course surveys major cultural and political transformations, including failed Qing reforms, the 1911 revolution, social and intellectual movements, and the creation of the People's Republic under Mao and Deng.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 279 Heresy and Popular Religion in the Middle Ages***Ramseyer*

This course looks at popular religious beliefs and practices in medieval Europe, including miracles, martyrdom and asceticism, saints and their shrines, pilgrimages, relics, curses, and witchcraft. It seeks to understand popular religion both on its own terms, as well as in relationship to the Church hierarchy. It also examines the basis for religious dissent in the form of both intellectual and social heresies, which led to witch hunts and the establishment of the Inquisition in the Middle Ages.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit 1.0

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**HIST 280 The City in Modern China***Giersch*

China's cities have undergone particularly vibrant and disruptive changes over the last century. This course examines China's cities as focal points of economic, cultural, and political transformations. Themes include migration, the formation of ethnic (native place) identities and enclaves, industrialization and work, crime, European imperialism, the Communist and Cultural Revolutions, and post-Mao reforms.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 284 The Middle East in Modern History***Rollman*

Themes in the political, socio-economic, and intellectual history of the modern Middle East from 1914 to the present. The formation of the

modern nation states after World War I, the historical background of major political and socio-economic issues today, including the impact of the oil boom, labor migration, changing social roles of women, and urbanization. Themes in the history of ideas include nationalism, politicized Islam, and the movement for women's emancipation. Poetry, short stories and novels are among the sources used.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 286 History of the Middle East, c. 600-1918***Rollman*

**NOT OFFERED IN 2000-01.** Introduction to the political, religious, cultural and social history of the Middle East from the emergence of Islam to the disintegration of the Ottoman Empire in World War I. Themes include: Pre-Islamic Arabia; the life of the Prophet; the expansion of Islam; the Umayyad Empire; Shi'ism and other movements of political and religious dissent; the Abbasid Empire and its successor states, and the expansion of Europe into the Middle East.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 291 Marching Toward 1968: The Pivotal Year***Auerbach*

Within a single year the Tet offensive in Vietnam, the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the election of Richard M. Nixon transformed American foreign and domestic policy, ending an era of liberal internationalism, domestic reform, and generational protest. Exploration of how, and why, "The Sixties" happened. Consideration of current political and intellectual trends—from President Clinton to political correctness—that reflect the continuing impact of the 1960s on American public life.

Prerequisite: 204 or an AP score of 4 or 5.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 292 Sectionalism, The Civil War and Reconstruction***Varon*

An examination of the political and social history of America from 1850 to 1877, with an emphasis on the rise of the "free labor" and "states' rights" ideologies; the changing nature



and aims of war; developments on the home-front; and the transition from slavery to freedom. Sources include diaries, letters and reminiscences by soldiers and noncombatants, and fiction and film depicting the Civil War era.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### HIST 293 American Intellectual and Cultural History

*Varon*

An overview of American intellectual and cultural history from the Revolution to World War I. Authors to be read include Benjamin Franklin, Ralph Waldo Emerson, Frederick Douglass, Charlotte Perkins Gilman, and William James. Our central purpose is to explore how definitions of "culture"—and the relationship between intellectuals and culture—have changed over time.

Prerequisite: 203 or 204

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### HIST 294 Immigration in America

**NOT OFFERED IN 2000–01.** An examination of immigration and immigrants in the United States, from the colonial era to the 1950s. Topics include: early migrations; the "great migrations" of the nineteenth century; settlement patterns and immigrant enclaves; the immigrant family; theories of assimilation, cultural retention, and ethnic awareness; political debates regarding immigrants (bilingual education, citizenship, naturalization, and "official languages").

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 295 Strategy and Diplomacy of the Great Powers Since 1789

*Hitchcock*

Development of the Great Power system from the French Revolution to the post-Cold War era. Topics include the Napoleonic Wars; the Vienna System and the balance-of-power; the growing interdependence of economic and military might; imperialism; the German Question; the rise of extra-European powers (U.S. and Japan); the two World Wars; nuclear diplomacy; the rise and decline of the post-1945 "bipolar" system; and the end of the Cold War.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### HIST 296 The Cold War, 1945-1991

*Hitchcock*

An assessment of the Cold War from the perspective of its major participants, where possible using recently released archival sources. Topics include: the origins of the Cold War in Europe and Asia; the Korean War; the Stalin regime; the nuclear arms race; the conflict over Berlin; Cold War film and literature; superpower rivalry in Guatemala, Cuba and Vietnam; the rise of détente; the Reagan years; the impact of Gorbachev; the East European Revolution; the settlement of 1990-91.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### HIST 301 Seminar. Women of Russia: A Portrait Gallery

*Tumarkin*

An exploration of the tragic, complex, inspiring fate of Russian women in the nineteenth and twentieth centuries, a period that spans the Russian Empire at its height, the Russian Revolution of 1917, and the Soviet experiment. We will read about Russian peasants, nuns, princesses, feminists, workers, revolutionaries, poets, partisans, and prostitutes, among others in our stellar cast of characters. Sources include memoirs, biographies, great works of literature, and the visual arts.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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### HIST 303 The British Isles: From Norman Invasion to Tudor Domination

*McGlynn*

An examination of the history of the four nations (Ireland, Scotland, Wales and England) subsumed under the title of "The British Isles". The underlying question of the course will be the extent to which the later domination of England has affected perceptions of the relationship between the four nations from 1100 to 1500. Focus will be on the Celtic countries rather than on England. We will look at the ways in which social, economic, political, legal and linguistic issues affected relations among the four nations and consider whether the emergence of England as the main power in the archipelago was "inevitable."

Prerequisite: By permission of the instructor. Not open to students who have taken [222].

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 305 Heirs of the Roman Empire: Byzantium, Latin Christendom, and Islam in the Middle Ages**

*Ramseyer*

This course provides a comparative framework for studying the three great medieval societies that arose out of the Roman empire: Byzantium, Latin Christendom, and Islam. The course will examine the economic life of the Mediterranean from c. 600-1200 and the encounters that citizens of the three areas had with one another due to commerce, pilgrimage and war, paying particular attention to the ways in which writers of the period depicted other cultures and religions. It will also study the political and religious debates that took place within the three societies in a comparative fashion.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit 1.0

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**HIST 316 Authority and Authenticity in Native American History**

*Sheidley*

An in-depth exploration of diversity and difference as factors which shaped the history of North America's native peoples from the sixteenth century through the era of "Removal." Particular attention will be paid to gender, class, ethnicity, and belief as modes of organizing power within American Indian societies east of the Mississippi River. We will consider how these elements have influenced relations with non-Indians and determined the very nature of the sources historians use to interpret the Native American past.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 323 Seminar. The Vanishing American Eden, 1890-1925**

*Auerbach*

In the late 19th century, cities, factories, and immigrants undermined older American conceptions of freedom and progress. An examination of turn-of-the-century responses to social change, with special focus on the discovery of the Southwest and the emergence of Pueblo Indian culture as an Edenic alternative to modernization. The allure of Pueblo Indians to photographers, anthropologists, artists, writers, entrepreneurs, tourists, and contemporary feminist

scholars will guide our exploration into the appeal of "primitivism" in the modern era.

Prerequisite: 204 or equivalent

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 326 Seminar. American Jewish History**  
*Auerbach*

**NOT OFFERED IN 2000-01.** The development of American Jewish life and institutions, from European immigration to the present. Particular attention to the pressures, pleasures, and perils of acculturation. Historical and literary evidence will guide explorations into the social and political implications of Jewish minority status in the United States and into the impact of Israel on the consciousness of American Jews.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 327 Zionism and Irish Nationalism: A Comparative Perspective**

*Malino*

**NOT OFFERED IN 2000-01.** Emergence and evolution of Zionism and Irish nationalism in the 19th and 20th centuries. Poets, ideologues, charismatic leaders; immigration and diaspora. Political, social, religious and ideological trends in modern Israel and in Ireland. Comparisons and contrasts.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 328 Antisemitism in Historical Perspective**

*Malino*

Historical antecedents and sources of modern antisemitism. Topics include pre-Christian antisemitism, attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment. Attention to the impact of revolution, modernization and nationalism in the emergence of political antisemitism. Jewish responses to antisemitic policies and events as well as developments during and after World War II.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

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**HIST 330 Seminar. Medieval Europe**  
**NOT OFFERED IN 2000-01.**

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 332 Europe under German Occupation, 1939-1945: Resistance, Collaboration and Genocide**

*Hitchcock*

Examination of responses by European civilians during the Second World War to German occupation, domination, and persecution. Topics will include: the German "vision" of Europe; the origins and execution of the Holocaust; daily life in the Jewish ghettos; the rise and effectiveness of European resistance movements, including Jewish resistance; and the nature of collaboration. Nations examined include France, the Netherlands, Italy, Yugoslavia, Greece, Poland, and the Soviet Union.

Prerequisite: Permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 334 Seminar. European Cultural History**

**NOT OFFERED IN 2000-01.**

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 338 Seminar. European Resistance Movements in World War II**

*Shennan*

**NOT OFFERED IN 2000-01.** Comparative examination of resistance to Nazi Germany in nations of western and eastern Europe, based on clandestine press, memoirs and diaries, fictional recreations and a rich scholarly literature. Questions to be addressed include: What constituted resistance? Why did individuals choose to resist? What did organized resistance movements achieve? What was the role of particular groups such as women, communists, and Jews? Emphasis will be on identifying and understanding national or regional variations.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 341 Seminar. The Nature and Meanings of History**

**NOT OFFERED IN 2000-01.** Introduction to modern historical writing with an emphasis on the tendencies and counter-tendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psycho-history, Marxism.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 342 Seminar. Women, Work and the Family in African History**

*Kapteijns*

**NOT OFFERED IN 2000-01.** Examination of women's work in the small-scale and state societies of precolonial Africa; the transformation of the existing division of labor as a result of colonial domination. Analysis of historiographical trends in African women's history; case studies from throughout the continent; student interpretation of a variety of historical sources, including oral histories and women's songs.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 343 Seminar. History of Israel**

*Auerbach*

**NOT OFFERED IN 2000-01.** The biblical origins and modern development of Jewish statehood. Topics include: Jewish religious nationalism; the nature of the Zionist revolution; state-building and the struggle over national boundaries; relations with Arabs; differences over "homeland" and "holy land"; and continuing efforts to define the nature and purpose of a Jewish state in a "post-Zionist" era.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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**HIST 344 Seminar. Japanese History**

*Matsusaka*

**Topic for 2000-01: Korea, Taiwan and the Japanese Colonial Empire.** A dual examination of Japanese colonialism as an aspect of the Japanese experience and as a phase in the national histories of neighboring Asian countries. Emphasis on Korea and Taiwan. Comparison to British, German and French colonialism. Some consideration of the Japanese "colonial legacy" in development of post-World War II Asia.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**HIST 345 Seminar. The American South**

*Varon*

**Topic for 2000-01: Southern Women's History.** A survey of the field of Southern women's history from 1800 to World War II, with emphasis on the "Old South" (1830 to 1861). We will not only delve into the extensive primary and secondary source material on female slaves and slaveowners but also engage recently published works on the experiences of Native Americans,

antebellum free blacks and poor white, and immigrant communities in the region. Topics include: family life in the South; the impact of the Civil War on Southern women; the development of feminism and anti-feminism in the region; and the persistent gulf between popular images of the South and the realities of Southern women's lives.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: Fall Unit: 1.0

**HIST 346 China and America: The Evolution of a Troubled Relationship**

**NOT OFFERED IN 2000–01.** The persistent theme of misunderstanding and conflict in relations between China and the U.S. as countries and Chinese and Americans as people will be explored through such topics as: the treatment of Chinese in 19th-century California, the Open Door policy and U.S. exclusion laws, the depiction of Chinese in American film and literature, China and the U.S. as allies in World War II, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, the fallout from Tiananmen.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

**HIST 347 The Cultural Revolution in China**

**NOT OFFERED IN 2000–01.** The Cultural Revolution approached on three levels: as a major event in recent Chinese history, with its specific causes, nature, and consequences; as individual experience reflected in memoirs, recollections, fiction; and as a set of myths generated and communicated by China's leadership, the Chinese people, and foreign observers. Attention to the distinctive characteristics of each of these modes of historical representation. Concludes with a comparison of the Cultural Revolution to other instances of societal breakdown in world history.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

**HIST 349 Seminar. Structures of Authority in Early Modern Europe 1400–1600**

*McGlynn*

**NOT OFFERED IN 2000–01.** This course will consider various forms of and justifications for authority in Early Modern Europe. In this period of Reformation and war, authority was a crucial issue for both political and religious leaders, and we will focus on the ways in which authority was

invoked through religious innovation and political turmoil. Along with questioning of the authorities of church and state, however, came a broader challenge to a wide variety of less prominent forms of authority. Thus, this seminar will also consider such questions as domestic, textual and moral authority. We will also consider medieval heresy, peasant revolt, the Reformation, the discovery of the New World, and the impact of the printing press.

Prerequisite: By permission of instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

**HIST 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**HIST 350H Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**HIST 351 Seminar. Asian Settlement in North America, 1840 to the Present**

*Matsusaka*

**NOT OFFERED IN 2000–01.** A comparative and thematic examination of the history of Asian immigrants and their descendants in the United States and Canada. Topics include: 1) causes of migration from Asia to North America, Europe, Africa and South America; 2) formation of "pioneer" communities and subsequent immigration patterns in North America; 3) assimilation, adaptation, the invention of ethnic identities, "official ethnicization" linked to public policy; 4) citizenship and civil rights, including issues of property rights, immigration law, wartime internment of Japanese Americans. Comparative analysis touches upon European immigration to North America, Asian settlement in Europe, South America and Africa, the experience of African Americans.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

**HIST 353 Seminar. History of the American West**

**NOT OFFERED IN 2000–01.** A history of the American West as region (beyond Mississippi,) process (the moving frontier,) and symbol (as carrier of myths). Attention to race and gender relations, environmental concerns, and the development of regional cultures. Topics include



Indian wars, the overland trail, immigrant experiences, Mormons, the California dream, the urbanization of the desert, Disneyland, B-movie westerns, and the rise of Los Angeles as a post-modern metropolis.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 356 Seminar. Russian History

NOT OFFERED IN 2000–01.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 357 Seminar. History of American Popular Culture

NOT OFFERED IN 2000–01. Major themes in United States popular culture from the end of the Civil War to the present. Course blends historical studies with theoretical readings (from Geertz to Foucault) that help us to “read” and interpret popular culture. Special attention to the rise of mass culture and culture wars. Topics include Harlequin romances, spectator sports, amusement parks, popular music, television, Hollywood and advertising.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 360 Senior Thesis Research

Prerequisite: By permission of department. See

Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### HIST 361 Seminar. Contemporary European History

*Shelman*

NOT OFFERED IN 2000–01. An exploration of French and British responses to political, social and cultural change. Issues to be discussed include: World War II as experience and memory; the Cold War, anti-Americanism and anti-communism; decolonization and the politics of immigration; economic modernization and the culture of affluence; national decline and the “heroic” leadership of de Gaulle and Thatcher.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 362 Seminar. The First World War: History, Culture, Memory

*Hitchcock*

This seminar will explore the multiple meanings and broad significance of the First World War. The course will focus chiefly on the social and cultural impact of the war on Europe, and examine many of the new historical approaches to the subject that historians have developed recently. Topics may include: the origins of the war; war crimes; life in the trenches; morale; the 1917 mutinies; the economic mobilization for war; the impact of war on arts and literature; gender and war; commemoration of the war; and the broad consequences of the war on Europe’s later political and cultural development. Students will be required to undertake a research paper based on primary sources.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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### HIST 364 Seminar. Women in Islamic Society: Historical Perspectives

*Kapteijns*

NOT OFFERED IN 2000–01. Examination of the changing social roles of women in the Islamic world, from Pakistan to Morocco. Examination of the rights and duties of women as defined by the Koran and the Shari’a (Islamic Law), followed by exploration of the theoretical and historiographical literature on women in Islamic societies. Students will examine the social roles and position of women in concrete historical situations.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

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### HIST 366 Seminar. The Maghreb: Cultural Crossroads in the Islamic West

*Rollman*

Themes in the social and cultural history of the Maghreb in its Islamic, African and European contexts. Period of study: c. 600 CE to the present. Themes will include: the establishment of Arabo-Islamic culture in North Africa and Iberia; relations between Muslims, Christians and Jews; expressions of popular Islam, the city and urban culture, gender relations, and western images of the Maghreb. For the colonial and post-independence eras, the thematic focus will include aspects of state and society under colonial rule, struggles for independence, and Islamic resurgence in North Africa. Critical discussions

of the nature and use of sources for the historical study of the Maghreb (from Arabic legal documents, to travel accounts and recent films and literary texts) will be central to this seminar.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: Fall Unit: 1.0

**HIST 367 Seminar. Jewish Ethnicity and Citizenship**  
*Malino*

The freedom to be different and the right to be equal studied through the Jewish experience in 19th- and 20th-century Europe. Topics include the paradoxes of the struggle for political equality in Western Europe; challenges of romantic nationalism and political antisemitism; Jewish nationalist and religious responses. Comparison with other groups and ethnicities.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

**HIST 368 Seminar. Chinese Voices of Dissent**  
**NOT OFFERED IN 2000–01.** This course explores literary and political protest in China from traditional to contemporary times through the voices of China's students and intellectuals. Emphasis on Confucian and Taoist modes of dissent in the pre-modern period and the relationship between dissent and democratic reform in the modern period.

Prerequisite: By permission of the instructor.  
Distribution: Historical Studies  
Semester: N/O Unit: 1.0

**HIST 370 Senior Thesis**  
Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**HIST 371 Seminar. Chinese Frontier Experience, 1600–1990**  
*Giersch*

Much of China's vast and ethnically diverse territory was conquered after 1644. Nationalistic histories describe conquest in rosy terms in order to legitimize rule over Tibetans and other minorities. This course explores the social, military, economic and ideological realities—and legacies—of conquest. Readings from U.S. history provide a comparative perspective.

Prerequisite: None  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

**Related Courses**

*For Credit Toward the Major*

AFR 208 Women in the Civil Rights Movement

CLCV 236/336 The History of Greek and Roman Religion

ECON 204 U.S. Economic History

EDUC 212 History of American Education

EDUC 214 Youth, Education and Student Activism in Twentieth-Century America

EDUC 312 Seminar. History of Child Rearing and the Family

GER 265 Literature and Empire: Myth and History in the Habsburg Dynasty

REL 218 Religion in America

REL 245 Seminar. The Holocaust and the Nazi State

REL 255 Japanese Religion and Culture

WOST 220 American Health Care History in Gender, Race and Class Perspective

**Directions for Election**

Most 200-level courses in the Department are open to first-year students, but students without a strong background in European history should elect 100, 201, or both, before taking other courses in the European field. Students without a strong background in American history should elect 203, 204, or both, before taking other courses in the American field. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the prerequisite.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have breadth, depth and historical perspective. To ensure breadth, the program must include: (1) at least one course (1.0 unit) in the history of Africa, Japan, China, Latin America or the Middle East; and (2) at least one course (1.0 unit) in the history of Europe, the United States, England, or Russia. To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as (1) a particular geographical area, country, or culture; (2) a specific time period;

(3) a particular historical approach, e.g., intellectual and cultural history, social and economic history; (4) a specific historical theme, e.g., the history of women, revolutions, colonialism. To ensure that students have a broad historical perspective, history majors entering Wellesley in the fall of 2000 and after must take at least one course (1.0 unit) in pre-modern history (e.g., ancient Greece and Rome, the Jews of Spain and the Lands of Islam, Japan before 1800). We recommend that majors include at least one seminar in their program of two Grade III units (2.0) in the major required for the B.A. degree. Normally, all Grade III work and at least six of a major's minimum of eight units (8.0) or nine units (9.0) for the class entering Wellesley in 2000 or after, must be taken at Wellesley. For history majors entering Wellesley in the fall of 2000 the minimum major's requirement will be nine units (9.0). No Advanced Placement credits, and no more than one cross-listed course (1.0 unit), may be counted toward the History major.

The History minor consists of a minimum of five courses (5.0 units), or six courses (6.0 units) for the class entering Wellesley in the fall of 2000 and after, of which at least four courses (4.0 units) must be above the 100 level and at least one course (1.0 unit) at the 300 level (excluding 350). Of these five or six courses (5.0 or 6.0 units), at least three courses (3.0 units) shall represent a coherent and integrated field of interest, such as, for example, American history, Medieval and Renaissance history, or social history. Of the other courses, at least one course (1.0 unit) shall be in a different field. Normally at least four courses (4.0 units) must be taken at Wellesley, and cross-listed courses will not count toward the minor.

*Teacher Certification:* Students interested in obtaining certification to teach History in the Commonwealth of Massachusetts should consult Mr. Auerbach in the History Department and the Chair of the Department of Education.

# International Relations

## AN INTERDEPARTMENTAL MAJOR

Director: *Joseph (Political Science)*

Program committee: *Joseph, Murphy, Nolden, Shennan, Velenchik*

Students declaring the major should choose an advisor from among the list of participating faculty: program committee members, the faculty teaching core courses, and others. The full list is available in the program office or on the International Relations webpage.

The International Relations major consists of ten (10) units, which must include the following:

1. CORE COURSES: The core curriculum in International Relations consists of three (3) required one-unit courses:

a. Economics 212 (Trade and Migration) or Economics 213 (International Finance and Macroeconomic Policy). These courses replace Economics [214] (International Economics). Students who have already taken Economics [214] have fulfilled the core requirement in Economics.

b. History 103 (History in Global Perspective) or History 269 (Japan, the Great Powers and East Asia, 1853-1993), History 295 (Strategy and Diplomacy of the Great Powers since 1789), or History 296 (The Cold War).

c. Political Science 221 (World Politics) or Political Science 222 (Comparative Foreign Policies).

Because these courses lay the foundation for more advanced work in the subject, *all three normally must be completed by the end of the fifth semester. Students planning to study abroad should complete these courses before leaving Wellesley.* Because Economics 212 and 213 have two prerequisites (Economics 101 and Economics 102), majors are encouraged to begin their study of Economics in their first year at the College.

2. LANGUAGE PROFICIENCY: Work in International Relations requires a level of proficiency in language beyond that required by the College's foreign language requirement. Students may indicate their attainment of this enhanced proficiency in one of three ways:

a. A student may take two (2) foreign language units *beyond the College's foreign language requirement in the same language used to fulfill that requirement* (above the intermediate level)

to be counted as two (2) units toward the major in International Relations. This requirement will usually be met by the completion of two units of language study at the third-year college level.

b. A student whose native language is not English may choose, with the approval of her advisor, to use her native language to fulfill the language proficiency requirement of the major. *This student may not count any language courses in her native language toward the 10 units required for the major.*

c. A student completing a second major in a language department or area studies program may choose, with the approval of her advisor, to indicate her enhanced proficiency through the completion of the second major *without counting her advanced language courses toward the 10 units required for her International Relations Major.*

Students fulfilling the language proficiency requirements through methods (b) or (c) must complete seven (7) *non-language* elective units. A student whose native language is not English may use advanced courses in a language *other than English or her native language* to meet this requirement provided those courses are not counted toward another major.

3. **ELECTIVES:** A student majoring in International Relations will design, in consultation with her advisor, a group of elective courses centered around a particular field within International Relations such as global security, international political economy, or the international politics of culture and identity. Students presenting language courses as units toward the major must select five (5) units as electives, while students fulfilling the language proficiency requirement without presenting languages courses as units must select seven (7) units as electives. The elective courses must include:

- a. Two (2) 300-level units, only one of which may be 360 or 370.
- b. At least one (1) but not more than two (2) units that focus on a particular geographic region of the world or a specific country, normally a country or region where the student's second language is used.
- c. At least three (3) units taken at Wellesley.

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**INAT 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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**INAT 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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**Related Courses**

*For Credit Toward the Major*

The courses listed below are representative of courses throughout the curriculum which may be used as electives for the major. The list does not include those courses that would fulfill the area studies provision of the major. Students may petition the program committee to include other courses in their major or minor that are not listed below.

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**AFR 319 Pan-Africanism**

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**ANTH 319 Nationalism, Politics and the Use of the Remote Past**

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**ANTH 346 Colonialism, Development, Nationalism, and Gender**

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**ARTH 290 Propoganda and Persuasion in the Twentieth Century**

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**CLCV 211/311 Epic and Empire**

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**ECON 212 Trade and Migration**

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**ECON 213 International Finance and Macroeconomic Policy**

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**ECON 220 Development Economics**

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**ECON 222 Games of Strategy**

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**ECON 238 Economics and Politics**

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**ECON 313 Seminar. International Macroeconomics**

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**ECON 314 International Trade Theory**

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**ECON 320 Seminar. Economic Development**

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**ECON 340 Seminar. Topic A: The European Union**

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**ENG 384 Outside England**

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**HIST 229/329 Alexander the Great: Psychopath or Philosopher King**

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**HIST 240 The World at War: 1937-1945**



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**HIST 268** The Industrialization of Japan

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**HIST 269** Japan, the Great Powers and East Asia, 1853–1993

---

**HIST 295** Strategy and Diplomacy of the Great Powers Since 1789

---

**HIST 296** The Cold War, 1945–1991

---

**HIST 327** Zionism and Irish Nationalism: A Comparative Perspective

---

**HIST 329** Europe Under German Occupation, 1939–1945: Resistance, Collaboration and Genocide

---

**HIST 346** China and America: The Evolution of a Troubled Relationship

---

**PEAC 104** Introduction to the Study of Conflict, Justice and Peace

---

**PEAC 259** Peace and Conflict Resolution

---

**POL2 204** Political Economy of Development and Underdevelopment

---

**POL2 302** Globalization and the Nation-State

---

**POL2 306** Seminar. Revolution and War in Vietnam

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**POL2 383** Politics of Migration

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**POL3 221** World Politics

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**POL3 222** Comparative Foreign Policies

---

**POL3 224** International Security

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**POL3 321** Seminar: The United States in World Politics

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**POL3 322** Seminar: Gender in World Politics

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**POL3 323** Politics of Economic Interdependence

---

**POL3 327** International Organization

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**POL3 328** After the Cold War

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**POL3 329** International Law

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**POL3 330** Seminar. Negotiation and Bargaining

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**POL3 332** Seminar. People, Agriculture, and the Environment

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**POL3 348** Seminar. Problems in North-South Relations

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**SOC 221** Globalization

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**SOC 316** Migration: A Research Seminar

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# Department of Italian Studies

Professor: *Jacoff, Viano*

Associate Professor: *Ward (Chair)*

Visiting Assistant Professor: *Parussa, Pausini*

Lecturer: *Laviosa<sup>A</sup>*

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend their junior year in Italy on the Wellesley Bologna program. See Special Academic Programs, Study Abroad.

The department of Italian Studies offers both a major and a minor. See Directions for Election.

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## ITAL 101-102 Elementary Italian

*Parussa, Pausini*

These courses focus on the development of basic language skills: grammar, reading and writing, speaking and listening. Viewing of language video programs, TV programs and films, listening to traditional and modern songs, and reading of passages and short stories offer an introduction to Italy and its people. *Three periods. Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## ITAL 201-202 Intermediate Italian

*Parussa, Viano, Ward*

The aim of these courses is to develop students' fluency in spoken and written Italian. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture as well as the writing of extensive compositions are used to promote critical and analytical skills. Listening is practiced through the viewing of Italian films, cultural videos or TV programs. Both reading and listening activities are followed by in-class discussions. *Three periods. Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 (201 for 202) or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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## ITAL 211 Introduction to Italian Cultural Studies

*Laviosa*

NOT OFFERED IN 2000-01. OFFERED IN 2001-02. This advanced Italian conversation/composition course will offer students the opportunity to practice and develop their spoken and written skills while exploring key topics of Italian culture. Through selected readings, film/documentary viewing, and listening to music, students will be introduced to various aspects of Italy. We will learn about dialects and regional variations of standard Italian; we will look at Italian music from an historical and socio-political perspective; and we will explore figurative art, fashion, and design. These topics, illustrating the country's rich cultural patrimony, will be presented in a multidisciplinary approach and through various media. In-class discussions will be a central aspect of the course.

Prerequisite: 202 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O. Offered in 2001-02.

Unit: 1.0

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## ITAL 249 The Cinema of Transgression (in English)

*Viano*

During the so-called "golden age" of Italian Cinema (1959-1980), many films were made which violated stylistic and/or cultural taboos. The analysis of such films at once calls for and generates a theoretical approach capable of illuminating the complexity of transgressive cinematography. We will investigate what was specific about the films from that period, and what was, instead, a modern re-enactment of a cultural mechanism—the mutual interdependence of Law and Transgression — as old as, at least, the New Testament. As Jungian psychology, political theory, and gnosticism merge with cultural and cinematic analysis, the study of these Italian films will provide students with an ideal opportunity to understand late capitalism's ability to commodify difference, as well as the will to spiritual liberation expressed by certain authors' (Pasolini, Scorsese, Cavani) pathological imagery. *Students wishing to take this course in Italian will have the opportunity of attending extra conferences in Italian.*

Prerequisite: Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

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**ITAL 261 Italian Cinema (in English)**

Viano

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** The first half of this course aims to survey Italian cinema through an examination of films (e.g. *Bicycle Thief*) and directors (e.g. Fellini) unanimously regarded as landmarks of the history of motion pictures. The second half will focus on the evolution and sociocultural ramifications of a specific genre. We will study *La Commedia all'Italiana* (comedy Italian style), one of the genres that made Italian cinema marketable abroad. *Students wishing to take this course in Italian will have the opportunity of attending extra conferences in Italian.*

Prerequisite: Permission of instructor required. File application in department before preregistration.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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**ITAL 262 Religion and Spirituality in Italian Cinema (in English)**

Viano

Religious imagery, spiritual concerns and depictions of the Church are common elements in many Italian films. Making use of the most well-known and thought-provoking among them, the course will chart the presence of religion and spirituality in Italian culture, as well as explore the sacred as a cinematic genre. We will watch films by directors such as Rossellini, Fellini, Bertolucci and Cavani. The several films depicting the figure of St. Francis, spanning the period 1917–89, will give us the opportunity to examine different periods of film history, from silent to contemporary independent cinema.

Prerequisite: Permission of instructor required. File application in department before preregistration.

Distribution: Arts, Music, Theater, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

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**ITAL 263 Dante (in English)**

Jacoff

The course offers students an introduction to Dante and his culture. The centrality and encyclopedic nature of Dante's *Divine Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the 19th and 20th centuries, knowledge of the *Comedy* illuminates modern literature as well. This course presumes no special background and attempts to create a

context in which Dante's poetry can be carefully explored.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**ITAL 264 Italian Film and Postmodernity (in English)**

Viano

**NOT OFFERED IN 2000–01.** Familiarity with the concept of postmodernity is necessary for an understanding of the epochal changes which are affecting Western culture, its values and educational systems. Using a variety of recent Italian films, the course will map the theoretical ramifications of such a concept (multiculturalism; consumerism; society of the spectacle; etc.) and provide students with a knowledge of contemporary Italian cinema. In addition, the films and socio-historical readings will introduce students to the new Italy that emerged from the so-called "economic miracle" of the 1960s and from the end of the "Cold War." *Students wishing to take this course in Italian will have the opportunity of attending extra conferences in Italian.*

Prerequisite: 271 or by permission of instructor.

Distribution: Arts, Music, Theater, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

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**ITAL 271 The Construction of Italy as a Nation**

Ward

The course has two aims: first, to give students who wish to continue their study of Italian the chance to practice and refine their language skills; and second, to introduce students to some of the major figures and themes of Italian culture. In particular, the course will focus on the role of Italian intellectuals in the construction of Italy as a nation. We will read how figures like Dante and Macchiavelli imagined Italy as a nation before it came into existence in 1860; how the nation was unified and the role of Giuseppe Garibaldi; and how the experience of the unification has come to represent a controversial point of reference for twentieth century Italy. Other figures to be studied will include Petrarch, Baldassarre Castiglione, Ugo Foscolo, Antonio Gramsci, Giuseppe Tomasi di Lampedusa, Gabriele D'Annunzio, Alessandro Blasetti, Roberto Rossellini and Paolo and Vittorio Taviani.

Prerequisite: 202 or 211 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### ITAL 309 Italian-Jewish Identity

*Parussa*

In the light of recent events like a high profile Nazi war atrocity trial and the Pope's encyclical letter on the responsibilities of Christians in the Holocaust, the course aims to discuss Jewish identity in contemporary Italian culture. Students will read prose and poetry, essays and articles, as well as watch films which address issues of religious and national identity in a country like Italy which has traditionally been culturally, racially and linguistically homogenous. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well known Italian Jewish writers such as Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish Italian writers like Lidia Rolfi-Beccaria and Rosetta Loy.

Prerequisite: Permission of the instructor required.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### ITAL 349 Seminar.

*Ward*

**Topic for 2000-01: The Function of Narrative.** The course aims to introduce students to the Italian narrative tradition, beginning with Giovanni Boccaccio and going on to Alessandro Manzoni and Giovanni Verga before offering a panorama of twentieth-century narrative. In addition, the course will also seek to answer the question of why narrative is such a fundamental human need. Why do we feel the need to narrate our experience of life and the sense we have of ourselves even in the form of diaries? What is the function of narrative? Do the stories we tell faithfully reflect reality or do they create it? The course concludes with a reflection on narrative technique in cinema illustrated by some films of Michelangelo Antonioni. Other authors to be studied include Donna Camilla Faa Gonzaga, Natalia Ginzburg, Italo Calvino, Alice Ceresa, Pier Paolo Pasolini, Antonio Tabucchi and Stefano Benni.

Prerequisite: Permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### ITAL 350 Research or Individual Study

Prerequisite: Open by permission to students who have completed two units in literature in the department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### ITAL 360 Senior Thesis Research

Prerequisite: By permission of department. See

Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### ITAL 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Directions for Election:

The department of Italian Studies offers both a major and a minor.

The major in Italian Studies offers students the opportunity to acquire fluency in the language and knowledge of the culture of Italy in a historical perspective. Students are strongly urged to begin Italian in their first year. Italian 101-102 count toward the degree, but not the major. Students majoring in Italian are required to take nine (9) units above the 100 level. One of such courses must be taken at Wellesley College but outside the Department, on a related topic to be decided by the student and her major advisor. In addition, two of the nine courses must be at the Grade III level and must be taken in the Department. The requirement to take two courses at the Grade III level may not be met by taking ITAL 350 (Research or Individual Study), ITAL 360 (Senior Thesis Research) or ITAL 370 (Senior Thesis). Students are encouraged to consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major. Qualified students are encouraged to spend their junior year abroad in Italy on the Eastern Consortium program in Bologna (of which the Italian department is a participant) or on another approved program.

The Italian Studies minor requires five (5) units above the 100 level. Courses offered in translation count towards the minor.

### *Advanced Placement Policies and Language Requirement*

A student entering Wellesley in Fall 2000 and later must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement.



# Department of Japanese

Professor: Morley (Chair)

Assistant Professor: Zimmerman

Visiting Instructor: Maeno

Lecturer: Torii

Language Instructor: Ozawa

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## JPN 101-102 Beginning Japanese

Maeno

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. Five periods. *Students will receive a total of two and one-half units of credit for the year. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.25

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## JPN 130 Japanese Animation

**NOT OFFERED IN 2000-01.** The world of Japanese animation (English subtitles) will be explored in an endeavor to understand the workings of popular culture in Japan. What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional esthetics, arts, and values in a highly industrialized society entranced by novelty. Japanese animation will be used to try to understand this phenomenon from the inside. Two films will be viewed a week with one, 70 minute discussion section. No Japanese language ability required.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 0.5

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## JPN 201-202 Intermediate Japanese

Torii, Staff

Continuation of 101-102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Five periods. *Students will receive two and one-half units of credit for the year. Each semester earns 1.25 unit of credit;*

*however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.25

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## JPN 231 Advanced Japanese I

Morley

Development and refinement of language skills with the aim of achieving fluency in verbal expression and mastery of reading and writing skills. Language laboratory attendance is required. Meets two days a week with discussion session. *Students must register for 233 in conjunction with 231 except by permission of instructor.*

Prerequisite: 201-202 (1-2) or permission of the instructor. Signature required.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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## JPN 232 Advanced Japanese II

Zimmerman

Japanese 231 and 232 are two one-semester courses, which taken in sequence with 233-234 constitute the third year of the Japanese language program. Meets two days a week with discussion session. *Students must register for 234 in conjunction with 232 except by permission of instructor.*

Prerequisite: 231 and 233 or permission of the instructor. Signature of instructor required.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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## JPN 233 Advanced Oral Skills

Torii

Students will practice oral and listening skills using a Japanese videotape of the television series, "Springtime Family" specially programmed for use in Advanced language classes. The goal of the course is to enable students to decipher actual spoken Japanese from the videotape and incorporate the spoken patterns and vocabulary in their own speech. Meets two days a week. *Students must register for 233 in conjunction with 231 except by permission of instructor.*

Prerequisite: Signature of instructor required.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### JPN 234 Advanced Oral Skills

*Maeno*

Students will practice oral and listening skills using a Japanese videotape of the television series, "Springtime Family" specially programmed for use in Advanced language classes. The goal of the course is to enable students to decipher actual spoken Japanese from the videotape and to incorporate the spoken patterns and vocabulary in their own speech. Meets two days a week. *Students must register for 234 in conjunction with 232 except by permission of instructor.*

Prerequisite: Signature of instructor required.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### JPN 250 Research or Individual Study

Prerequisite: Open by permission of Department.

Signature of instructor required.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### JPN 250H Research or Individual Study

Prerequisite: Open by permission of Department.

Signature of instructor required.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### JPN 251 Japan Through Literature and Film (in translation)

*Morley*

A study of the great works of Japanese literature in translation from the 10th through the 18th centuries, including the early poetic diaries of the Heian Court ladies, the *Tale of Genji*, the *Noh* plays, the puppet plays of Chikamatsu, and the haiku poetry of Matsuo Basho. Emphasis on the changing world of the Japanese writer and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course. *Taught in English.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

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### JPN 256 Japanese Film: The Restaging of a Culture

*Zimmerman*

From stalwart warriors and innocent children to rebellious geisha and runaway lovers, we trace the complex strands of Japan's modern identity through its cinema. What does it mean to be a member of a Japanese audience watching a Kurosawa film in the 1950's or lining up for tick-

ets to Hayao Miyazaki's animation in the 1980's? In particular, we explore the ways in which Japanese directors use the language of film to dissect, rearrange, or openly reject the cultural archetypes of Japanese tradition. Literary texts assigned as points of contrast and comparison. *Taught in English.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

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### JPN 309 Readings on Contemporary Japanese Social Science

NOT OFFERED 2000-01. Readings in Japanese with selections from current newspapers and journals. Two periods with discussion section.

Prerequisite: By permission of instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### JPN 310 Modern Japanese Prose

*Morley*

NOT OFFERED 2000-01. Students will be reading selections from a variety of well-known modern authors in the original. The goal of the course is to familiarize the student with a variety of writing styles and to work toward fluent translations. Two periods with discussion section.

Prerequisite: 314 or permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### JPN 312 Readings in Classical Japanese Prose

*Morley*

Reading and discussion in Japanese of selections from classical Japanese literature: Focus on translation skills. Two periods with discussion section. *Taught in Japanese.*

Prerequisite: By permission of instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### JPN 314 Contemporary Japanese Narrative

*Zimmerman*

The many forms of contemporary Japanese writing—fiction, commentary, autobiography, humor, the immigrant narrative, and children's literature. We read carefully, translate, and discuss the 'knotty' problems of the Japanese language, including the disappearing subject, sentences that never seem to end and cases of the

untranslatable. Additional readings in English on issues of translation specific to Asian languages. *Taught in Japanese.*

Prerequisite: 232 or permission of instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### JPN 350 Research or Individual Study

Prerequisite: Open by permission of Department to juniors and seniors. Signature of instructor required.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### JPN 350H Research or Individual Study

Prerequisite: Open by permission of Department to juniors and seniors. Signature of instructor required.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### JPN 351 Seminar. Theaters of Japan

*Morley*

This course provides an in-depth study of Japanese traditional theater forms and performance theories. Students will be reading plays from the Noh, Kyogen comedies, Kabuki, and Bunraku (Puppet Theater) traditions. Videos of the plays for study will be viewed by the class. Comparisons will be made with western and other eastern theater forms where appropriate. The influence of classical theater on contemporary Japanese drama will also be examined. In English.

Prerequisite: One unit in Japanese Studies or by permission of instructor.

Distribution: Language and Literature or Arts, Music, Theater, Film, Video

Semester: Spring

Unit 1.0

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### JPN 352 Seminar. Modern Japanese Writers

*Zimmerman*

Topic For 2000-01: On Being Human: Five Postwar Japanese Writers. Close reading of five postwar Japanese writers who explore the role of writer in the postwar state. Beginning with the late 1940's, we discuss the return to humanism, the inversion and parody of national myths, the role of violence, stirrings of feminism and sexual emancipation, and the contingencies of class and caste. Writers include: Yukio Mishima, Fumiko Enchi, Kenzaburo Oe, Yuko Tsushima, Kenji Nakagami. Students are encouraged to choose one writer and work in depth. In English. Reading in the original where possible.

Prerequisite: One unit in Japanese Studies or by permission of instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### JPN 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### JPN 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Directions for Election

The Japanese major requires a minimum of 8 units. Students concentrate on Japanese language and literature, and are strongly urged to begin language study in their first year. A junior year or summer of intensive language study in Japan is encouraged. Majors are required to take a minimum of two years of Japanese beyond 101-102 (Japanese 201-202 counts as one course toward the major), two courses at the 300 level, and at least two non-language courses (which may include 310, 312, 314) for a total of eight courses taken within the department. Either (231-232) or (233-234) may be counted towards the major but not both. Courses from Japanese Studies are strongly recommended to supplement work in the major. An advisor should be chosen from within the department.

# Japanese Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Kodera (Religion), Morley (Japanese), Matsusaka (History)*

The Japanese Studies major is an interdisciplinary major requiring a minimum of 8 units, and is offered as an alternative to the Japanese major. Students are required to take a minimum of two years of Japanese including 101-102 (JPN 101-102, JPN 201-202 count as one course each toward the major: either (231-232) or (233-234) may be counted towards the major but not both) at least four non-language courses, and two courses at the 300 level (for a total of eight courses). One course on China, Korea, or on Asian-Americans may count toward the major. Students are encouraged to spend a summer or the junior year in Japan.

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### JPNS 250 Research or Individual Study

Prerequisite: Open by permission of Department.

Signature of instructor required.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### JPNS 250H Research or Individual Study

Prerequisite: Open by permission of Department.

Signature of instructor required.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### JPNS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### JPNS 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### JPNS 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### JPNS 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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ARTH 240 Asian Art

---

ARTH 249 Arts of Japan

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ARTH 341 Seminar. The Landscape Painting of China and Japan

---

HIST 106 Japanese Civilization

---

HIST 240 The World at War: 1937-1945

---

HIST 268 The Industrialization of Japan

---

HIST 269 Japan, the Great Powers and East Asia; 1853-1993

---

HIST 270 Japan Before 1840

---

HIST 271 Modern Japan, 1840-1990

---

HIST 344 Seminar. Japanese History

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HIST 351 Seminar. Asian Settlement in North America, 1840-Present

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JPN 101-102 Beginning Japanese

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JPN 130 Japanese Animation

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JPN 201-202 Intermediate Japanese

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JPN 231 Advanced Japanese I

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JPN 232 Advanced Japanese II

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JPN 233 Advanced Oral Skills

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JPN 234 Advanced Oral Skills



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JPN 251 Japan through Literature and Film

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JPN 256 Japanese Film: The Restaging of a Culture

---

JPN 309 Readings on Contemporary Japanese Social Science

---

JPN 310 Modern Japanese Prose

---

JPN 312 Readings in Classical Japanese Prose

---

JPN 314 Contemporary Japanese Narrative

---

JPN 351 Seminar. Theaters of Japan

---

JPN 352 Seminar. Modern Japanese Writers

---

POL2 383 Politics of Migration

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REL 108 Introduction to Asian Religions

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REL 253 Buddhist Thought and Practice

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REL 255 Japanese Religion and Culture

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REL 353 Seminar: Zen Buddhism

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WOST 248 Asian American Women Writers

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WOST 249 Asian American Women in Film and Video

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## Jewish Studies

AN INTERDEPARTMENTAL MAJOR  
AND MINOR

Director: *Malino (History)*

Instructor: *Estelle-Holmer*

The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions and cultural patterns.

For the 8-unit major in Jewish Studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history or Hebrew language and literature) by taking four courses above the Grade I level, including at least two at the Grade III level.

Majors devise their own programs in consultation with the Director of the Jewish Studies program and an appropriate faculty member from the student's area of concentration. Courses with an asterisk\* also require the permission of the instructor if the course is to be counted for Jewish Studies.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies which may be applicable to the Jewish Studies major. These courses must be approved, in advance, by the corresponding department at Wellesley. See the Director of Jewish Studies for further details.

A minor in Jewish Studies consists of 5 units from the following courses (of which at least one must be at the 300 level and no more than one at the 100 level): Anthropology 242, 247, 270; History 217, 218, 219, 245, 326, 327, 328, 332, 334, 338, 343, 367; Italian 309; Religion 104, 105, 140, 160, 206, 241, 243, 244, 245, 270, 303, 342; Spanish 252, 267, and 279. Units must be taken in at least 2 departments; in consultation with the Director of the Program in Jewish Studies, a student can also arrange to take courses for inclusion in the Jewish Studies minor in Brandeis University's Department of Near Eastern and Judaic Studies.

The following courses are available in Jewish Studies; for related courses, consult the Director of the Program.

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**HEBR 101-102 Elementary Hebrew**

*Estelle-Holmer*

Introduction to Hebrew with emphasis on its contemporary spoken and written form. Practice in the skills of listening and speaking as well as reading and writing, together with systematic study of Hebrew grammar. Students will master a basic vocabulary of approximately 1,000 words, and become comfortable in the use of the present, past and future tenses, as well as basic verb patterns. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**HEBR 201-202 Intermediate Hebrew**

*Estelle-Holmer*

Building on the foundations in HEBR 101-102, the third semester will continue to develop skills in modern Hebrew. Students will broaden their knowledge of verb patterns, compound sentence structures and mixed tenses. Special emphasis will be placed on composition and oral reports. The fourth semester will focus on literature through reading and discussion of selected short pieces of prose and poetry. Some examples of classical, rabbinic and liturgical Hebrew will also be analyzed. Students will be required to write short compositions inspired by their readings. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: HEBR 101-102  
Distribution: Language and Literature  
Semester: Fall, Spring Unit: 1.0

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**JWST 250 Research or Individual Study**

Prerequisite: Open to first-year students and sophomores.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**JWST 250H Research or Individual Study**

Prerequisite: Open to first-year students and sophomores.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**JWST 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**JWST 350H Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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**JWST 360 Senior Thesis Research**

Prerequisite: By permission of director. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**JWST 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**Related Courses**

*For Credit Toward the Major*

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**ANTH 242\*** 'Civilization' and 'Barbarism' during the Bronze Age, 3500-2000 BCE

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**ANTH 247\*** Societies and Cultures of Eurasia

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**ANTH 270/REL 270\*** Pilgrimage: the Anthropology of Identity and the Sacred in World Religions

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**HIST 217** The Making of European Jewry 1085-1815

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**HIST 218** Jews in the Modern World, 1815-Present

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**HIST 219** The Jews of Spain and the Lands of Islam

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**HIST 245** Germany in the Twentieth Century

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**HIST 326** Seminar. American Jewish History

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**HIST 327** Zionism and Irish Nationalism : A Comparative Perspective

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**HIST 328** Anti-Semitism in Historical Perspective

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**HIST 332** Europe under German Occupation, 1939-1945: Resistance, Collaboration and Genocide

HIST 334* Seminar. European Cultural History
HIST 338* Seminar. European Resistance Movements in World War II
HIST 343 Seminar. History of Israel
HIST 367 Seminar. Jewish Ethnicity and Citizenship
ITAL 309 Italian-Jewish Identity
REL 104 Study of the Hebrew Bible/Old Testament
REL 105 Study of the New Testament
REL 140 Introduction to Jewish Civilization
REL 160* Introduction to Islamic Civilization
REL 201 Myth and Magic in the Ancient Near East
REL 205 The Book of Genesis
REL 206 The Way of Wisdom: Life, Love and Suffering in the Ancient Near East
REL 241 Emerging Religions: Judaism and Christianity, 150 B.C.E.–500 C.E.
REL 243 Women in the Biblical World
REL 244 Jerusalem: The Holy City
REL 245 The Holocaust and the Nazi State
REL 270/ANTH 270* Pilgrimage: the Anthropology of Identity and the Sacred in World Religions
REL 303 Seminar. Human Sacrifice in Religion
REL 342 Seminar. Archeology of the Biblical World
SPAN 252* Christians, Jews and Moors: The Spirit of Spain in Its Literature
SPAN 267* The Writer and Human Rights in Latin America
SPAN 279 Jewish Women Writers of Latin America

# Language Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Levitt (French)*

Visiting Assistant Professor: *Isaak*

## Direction for Election

The major in Language Studies offers to students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology, and psychology of language. The major in Language Studies has a number of core requirements. Out of a minimum major of eight units, students must take at least four Language Studies courses, including Language Studies 114 and at least one Grade III Language Studies course. Majors must also elect a concentration of at least four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Language Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. Students majoring in Language Studies are strongly urged to elect basic method and theory courses in their field of concentration and to show proficiency in a foreign language at the intermediate level or above. *This major will be replaced by the Cognitive and Linguistic Sciences major. The Language Studies major will be available for the classes of '01, '02 and '03, but not for the class of '04 and beyond.*

Students are urged to consult the MIT catalogue for additional offerings in the major.

### LANG 114 Introduction to Linguistics

*Isaak*

Designed to familiarize students with some of the essential concepts of linguistic analysis. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization—phonology, morphology, syntax, and semantics. Additional topics include introductions to language organization in the brain, child language acquisition, language change, and writing systems.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

### LANG 238 Sociolinguistics

NOT OFFERED IN 2000–01. An interdisciplinary course designed for students in the humanities and social sciences based on the application

of linguistics to the analysis of language in its written and spoken forms. Emphasis on the way levels of social expression are conveyed by variations in the structural and semantic organization of language. Includes extensive study of women's language.

Prerequisite: 114 or permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### LANG 240 The Sounds of Language

**NOT OFFERED IN 2000-01.** Examination of the sounds of language from the perspective of phonetics (What are all the possible linguistically-relevant sounds of the human vocal tract?) and of phonology (How does each language organize a subset of those sounds into a coherent linguistic system?). Each student will choose a foreign language for intensive study of its phonetic, phonologic, or prosodic characteristics. Includes extensive use of speech analysis and phonetics software.

Prerequisite: 114 or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

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### LANG 244 Language: Form and Meaning

*Isaak*

Despite the ease with which children can learn a language, the structure of human language turns out to be remarkably complex. This course will consider some basic questions about language: What do we actually know when we know a language? How is the structure of language best described? Are there properties which all languages share, and what do those properties tell us about language itself? In the process of investigating these questions, we will look at a number of specific problems in morphology, syntax, and semantics, and the strengths and weaknesses of a number of different linguistic theories will be considered. Many of the problems considered in this class will involve English, but we will also be considering a number of other languages, both European and non-European.

Prerequisite: 114

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

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### LANG 312 Bilingualism: An Exploration of Language, Mind, and Culture

**NOT OFFERED IN 2000-01.** Exploration of the relationship of language to mind and culture through the study of bilingualism. The bilingual individual will be the focus for questions concerning language and mind: the detection of

"foreign" accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: societal conventions governing use of one language over another, effects of extended bilingualism on language development and change, and political and educational impact of a government's establishing official bilingualism.

Prerequisite: An appropriate Grade II course in language studies, psychology, anthropology, philosophy, or permission of the instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### LANG 322 Child Language Acquisition

**NOT OFFERED IN 2000-01.** Language acquisition in young children. Examination of children's developing linguistic abilities and evaluation of current theories of language learning. Topics include infant speech perception and production and the development of phonology, morphology, the lexicon, syntax, and semantics in the young child. Data from studies of children learning languages other than English will also be considered.

Prerequisite: Open to juniors and seniors who have taken 114 or PSYCHOLOGY 216, or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

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### LANG 327 The English Language: An Historical Perspective

*Isaak*

**NOT OFFERED IN 2000-01.** This course will provide an overview of the history of the English language from the Proto-Germanic period to the 20th century and will investigate the major sound changes that the English language has undergone during this time. A major goal of the course will be to provide students with a better understanding of the current state of the English language in terms of its historical development. This course will also discuss general principles of language change and the methods which linguists employ for reconstructing earlier stages in a language's history.

Prerequisite: 114, PSYC 216, or equivalent linguistic background. Also open to juniors and seniors with permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0



**LANG 329: Native American Languages:  
History, Structure, and Prospects**

*Isaak*

This course provides an overview of the indigenous languages of North and Central America. The history of the description and classification of Amerindian languages will be discussed, along with some of the more salient structural properties of the Amerindian languages. Grammatical fragments of a number of specific languages will be treated to illustrate some of the ways in which Amerindian language differ from English and other European languages, as well as some of the similarities which they share with European languages. We will also consider how linguistics can be used as a tool to study the prehistory of a people, and the relationship between linguistic research and recent work in fields such as genetics and physical anthropology. Finally, we will be considering the problem of endangered languages, and some of the efforts which have been made to preserve Native American languages.

Prerequisite: A previous course in linguistics (e.g. LANG 114, PSYC 216 ). Also open to juniors and seniors with permission.

Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**LANG 350 Research or Individual Study**

Prerequisite: Two Grade II units.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

**LANG 360 Senior Thesis Research**

Prerequisite: By permission of Department. See Academic Distinctions.

Distribution: None  
Semester: Fall, Spring Unit: 1.0

**LANG 370 Senior Thesis**

Prerequisite: 360

Distribution: None  
Semester: Fall, Spring Unit: 1.0

**Related Courses**

*For Credit Toward the Major*

CGSC 330 Seminar. Topics in Cognitive Science

CS 235 Languages and Automata

EDUC 308 Seminar. World Languages  
Methodology

FREN 211 Studies in Language

FREN 308 Advanced Studies in Language

JPN 252 Topics in Japanese Linguistics

PHIL 207 Philosophy of Language

PHIL 215 Philosophy of Mind

PHIL 216 Logic

PSYC 216 Psychology of Language

PSYC 316 Seminar. Psycholinguistics

RUSS 301 Advanced Russian

SOC 216 Sociology of Mass Media and  
Communications

# Latin American Studies

## AN INTERDEPARTMENTAL MAJOR

Director: *Roses<sup>AI</sup> (Spanish), Wasserspring (Political Science)*

Core Faculty: *Oles (Art), Levitt (Sociology), Wasserspring (Political Science), Roses (Spanish), Agosin (Spanish), Webster (Spanish), Elkins (Religion), Rodenhouse (Biological Sciences)*

## Directions for Election

The Latin American Studies major seeks to understand the Latin American experience through an interdisciplinary program of study. Students must submit a plan of study following the requirements listed below for approval by the Directors. The Latin American Studies major requires a minimum of nine (9) units, with a concentration of four courses in one of the following departments: Anthropology, Political Science, Sociology or Spanish. Of these nine units constituting a minimum for the major, at least two must be taken at the three hundred level. It is recommended that one of these two be a seminar. Courses with an asterisk (\*) also require notifying the instructor that the course is to be counted for Latin American Studies. The asterisk also signifies that a research paper in the course will include a focus on Latin America.

The student must exhibit a degree of proficiency in the oral and written use of Spanish by successful completion of two (2) Spanish language courses *beyond the College's foreign language requirement* (above the intermediate level). For bilingual-bicultural students, an oral and written proficiency exam may be substituted. In the case where the student's area of interest is better served by proficiency in another language (e.g. Portuguese, Quechua) that language may be substituted in consultation with the Directors.

Qualified juniors are encouraged to spend a semester or a year in Latin America, either with Wellesley's "Wellesley-in-Mexico" (WiM) fall semester in Oaxaca, Mexico, or another approved program. To be eligible for study in Oaxaca for the WiM program, a student should normally be enrolled in SPAN 241 or a higher level language or literature course the previous semester.

Majors may also apply to the Five-Year Cooperative M.A. Program at Georgetown University in Latin American Studies. This pro-

gram enables the student to apply upper-level Latin American Studies courses taken at Wellesley toward the Master's Degree at Georgetown. A summer of study at the Colegio de México in Mexico City or at the Universidad Católica in Santiago, Chile, taken during an undergraduate summer, and a year of academic work at Georgetown are required to earn the Master's Degree at Georgetown in one year. Interested students should contact the Directors of Latin American Studies or the Center for Work and Service.

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### LAST 201 (Wintersession) Seminar on Women and Development in Mexico Staff

This seminar, held in Oaxaca, Mexico, focuses on the impact of the processes of social, economic, and political change on Mexican women. Seminar discussions, led by Wellesley faculty, will be enriched by both lectures by Mexican women academics and policy makers and by site visits to clinics, cooperatives, and other grassroots organizations. Readings draw on the literatures of gender and ethnicity, social structure, and socialization. The seminar will be conducted in English, with lectures in English or Spanish (translation provided). Students will be immersed in Mexican culture through homestay with Mexican families. *Enrollment is limited to 20 students.*

Prerequisite: Open by permission of instructors only. Background in development and/or gender studies recommended. Knowledge of Spanish helpful, but not required.

Distribution: Social and Behavioral Analysis  
Semester: Wintersession Unit: 0.5

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### LAST 250\* Research or Individual Study

Prerequisite: Two units of course work in Latin American Studies.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### LAST 250H\* Research or Individual Study

Prerequisite: Two units of course work in Latin American Studies.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

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### LAST 350\* Research or Individual Study

Prerequisite: Open to Latin American Studies and Spanish majors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**LAST 350H\* Research or Individual Study**  
 Prerequisite: Open to Latin American Studies and Spanish majors.  
 Distribution: None  
 Semester: Fall, Spring Unit: 0.5

**LAST 360\* Senior Thesis Research**  
 Prerequisite: By permission of department. See Academic Distinctions.  
 Distribution: None  
 Semester: Fall, Spring Unit: 1.0

**LAST 370\* Senior Thesis**  
 Prerequisite: 360  
 Distribution: None  
 Semester: Fall, Spring Unit: 1.0

## Related Courses

*For Credit Toward the Major*

**AFR 297\* Medical Anthropology: A Comparative Study of Healing Systems**

**ANTH 235\* Encounters**

**ANTH 236\* The Ritual Process: Magic, Witchcraft, and Religion**

**ANTH 240\* Identities and Culture**

**ANTH 249 South American Societies**

**ANTH 341 The Zapatista Rebellion in Chiapas**

**ANTH 346\* Colonialism, Development, Nationalism, and Gender**

**ARTH 238 Mexican Art and Architecture from the Maya to Today**

**ARTH 338 Seminar. Topics in Latin American Art: Public Art in the Americas**

**ECON 220\* Development Economics**

**POL2 204\* Political Economy of Development and Underdevelopment**

**POL2 207 Politics of Latin America**

**POL2 302\* Globalization and the Nation-State**

**POL2 307S\*Seminar. Women and Development**

**POL2 310S\* Seminar. Politics of Community Development**

**POL2 311S Seminar. The Politics of Contemporary Cuba**

**POL2 383\* Politics of Migration**

**POL3 323\* The Politics of Economic Interdependence**

**POL3 332S\* Seminar. People, Agriculture, and the Environment**

**POL3 348S\* Seminar. Problems in North-South Relations**

**POL4 342S\* Seminar. Marxist Political Theory**

**PSYC 347\* Seminar. Culture and Social Identity**

**REL 316\* Seminar. The Virgin Mary**

**REL 326\* Seminar. Liberation Theology**

**SOC 109\* Race and Ethnicity: An Introduction to Sociology**

**SOC 211 Society and Culture in Latin America**

**SOC 221\* Globalization**

**SOC 246\* Immigration**

**SOC 316\* Migration: A Research Seminar**

**SPAN 241 Oral and Written Communication**

**SPAN 242 Linguistic Genres of Spain and Latin America**

**SPAN 253 The Latin American Short Story**

**SPAN 255 Chicano Literature: From the Chronicles to the Present**

**SPAN 263 Latin American Literature: Fantasy and Revolution**

**SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Contemporary Latin American Literature**

**SPAN 273 Latin American Civilization**

**SPAN 275 The Making of Modern Latin American Culture**

**SPAN 311 Seminar. The Literary World of Gabriel Garcia Marquez and the Post-Boom**

**SPAN 315\* Seminar. Luis Buñuel and the Search for Freedom and Morality**

**SPAN/PRESHCO History of Spain: The Colonization of (Spanish) America**

**ALSO:** Courses taken in approved programs in Mexico, Costa Rica, Ecuador, Argentina, Chile, and other Latin American sites by permission of the Directors.

# Department of Mathematics

Professor: *Hirschhorn (Chair), Magid, Shuchat, Shultz, Sontag, Wang, Wilcox*

Associate Professor: *Bu, Trenk<sup>A</sup>*

Assistant Professor: *Kerr*

Visiting Assistant Professor: *Mihukel*

Most courses meet for two periods weekly with a third period approximately every other week.

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## MATH 101 Reasoning with Data: Elementary Applied Statistics

*Shuchat, Shultz*

An introduction to the fundamental ideas and methods of statistics for analyzing data. Topics include descriptive statistics, basic probability, inference and hypothesis testing. Emphasis on understanding the use and misuse of statistics in a variety of fields, including medicine and both the physical and social sciences. This course is intended to be accessible to those students who have not yet had calculus.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Quantitative Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring Unit: 1.0

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## MATH 102 Applications of Mathematics without Calculus

*Sontag*

This course explores several areas of mathematics which have application in the physical and social sciences, yet which require only high-school mathematics as a prerequisite. The areas covered will be chosen from systems of linear equations, linear programming, probability, game theory and stochastic processes. Students will solve problems on topics ranging from medical testing to economics with the results demonstrating the value of mathematical reasoning. May not be counted toward the major.

Prerequisite: None

Distribution: Mathematical Modeling

Semester: Spring Unit: 1.0

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## MATH 103 Precalculus

*Wilcox*

This course is open to students who lack the necessary preparation for 115 and provides a review of algebra, trigonometry, and logarithms necessary for work in calculus. Methods of problem

solving; an emphasis on development of analytic and algebraic skills.

Prerequisite: Open by permission of the department.

Distribution: None

Semester: Fall Unit: 1.0

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## MATH 115 Calculus I

*Staff*

Introduction to differential and integral calculus for functions of one variable. The course covers techniques and applications of differentiation and integration of algebraic, trigonometric, logarithmic and exponential functions.

Prerequisite: Open by permission of the department, based on the results of the departmental placement exam.

Distribution: Mathematical Modeling

Semester: Fall, Spring Unit: 1.0

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## MATH 116 Calculus II

*Staff*

Integration techniques, L'Hopital's rule, improper integrals, applications of integration including volumes of solids of revolution, infinite series, power series and Taylor series. Theoretical basis of limits and continuity, Mean Value Theorem.

Prerequisite: 115 or the equivalent

Distribution: Mathematical Modeling

Semester: Fall, Spring Unit: 1.0

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## MATH 116Z Calculus II Via Applications

*Shultz, Shuchat*

Topics are similar to those in 116, except that differential equations are discussed at greater length, and discussion of infinite series focuses on Taylor series. This course will stress the relationship of calculus to real-world problems. To facilitate this, and to enhance conceptual understanding, topics will be presented graphically and numerically as well as algebraically.

Prerequisite: 115 or the equivalent

Distribution: Mathematical Modeling

Semester: Fall, Spring Unit: 1.0

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## MATH 120 Calculus IIA

*Staff*

A variant of 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. Includes a rigorous and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums. Improper integrals, L'Hopital's rule, applications of integration. Not



open to students who have completed 115, 116, 116Z or the equivalent.

Prerequisite: Open by permission of the department to students who have completed a year of high-school calculus. (Students who have studied Taylor series should elect 205.)

Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

**MATH 200 Introduction to Mathematical Reasoning**  
*Wilcox*

An introduction to reasoning in higher mathematics via topics accessible to beginning students. Working with proofs and mathematical notation; the spirit of mathematical thinking. Specific topics will vary depending on the instructor. The topics for 2000–01 will be chosen from sets, number theory, modern algebra, and analysis. This course is meant to be a transition to abstract mathematical thinking, in preparation for other courses at the 200 and 300 level. Can be taken concurrently with Math 205 or 206.

Prerequisite: 116, 116Z or the equivalent, or permission of the instructor. Not open to juniors and seniors.  
Distribution: Mathematical Modeling  
Semester: Spring Unit: 1.0

**MATH 203 Mathematical Tools for Finance**  
*Bu*

This course is designed for students interested in mathematics and finance. Mathematical tools include first and second order differential equations, multivariable differentiation, partial differential equations, initial and boundary conditions. Finance applications: elements of finance, introduction to options and markets, forward and futures contracts, asset prices, Ito's lemma, arbitrage, option values, payoffs and strategies, put-call parity, the Black-Scholes formulae, implied volatility, options on dividend-paying assets, options on futures, other variations on the Black-Scholes model.

Prerequisite: 116/116Z and ECON 101 or the equivalent  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

**MATH 205 Intermediate Calculus**  
*Staff*

Vectors, matrices, and determinants. Polar, cylindrical, and spherical coordinates. Curves, functions of several variables, partial and directional derivatives, gradients, Lagrange multipliers, mul-

tiplied integrals, line integrals, Green's Theorem.

Prerequisite: 116, 116Z, 120, or the equivalent.  
Distribution: Mathematical Modeling  
Semester: Fall, Spring Unit: 1.0

**MATH 206 Linear Algebra**  
*Shuchat, Sontag*

Vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Applications to differential equations and Markov processes. Emphasis on proving theorems.

Prerequisite: 205  
Distribution: Mathematical Modeling  
Semester: Fall, Spring Unit: 1.0

**MATH 206Z Linear Algebra via Applications**  
**NOT OFFERED IN 2000–01.** Topics are similar to those in 206, but applications are used to motivate the fundamental ideas of linear algebra. Students learn to prove theorems, but there is less emphasis on this than in 206. Applications are chosen from such areas as economics, demography, statistics, ecology, and physics. 206Z may be counted towards the mathematics major instead of 206, but does not by itself satisfy the prerequisite for 302 or 305.

Prerequisite: 205  
Distribution: Mathematical Modeling  
Semester: N/O Unit: 1.0

**MATH 208/310 Functions of a Complex Variable**  
*Sontag*

Complex numbers and the complex plane. Definitions and mapping properties of elementary complex functions. Analyticity and the Cauchy-Riemann equations. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities. Additional topics such as conformal mapping and Riemann surfaces as time permits. Assignments will be tailored to the level (200 or 300) for which the student is registered. Offered in alternate years.

Prerequisite: 205 is a prerequisite for 208; 302 is a pre- or co-requisite for 310  
Distribution: Mathematical Modeling  
Semester: Fall Unit: 1.0

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**MATH 210 Differential Equations***Wang*

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods.

Prerequisite: 205

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 212 Topics in Geometry***Magid*

**Topic for 2000–01: Differential Geometry.** An introduction to the differential geometry of curves and surfaces. Topics include curvature of curves and surfaces, first and second fundamental forms, equations of Gauss and Codazzi, the fundamental theorem of surfaces, geodesics and surfaces of constant curvature. Majors can fulfill the Major Presentation Requirement in this course.

Prerequisite: 205 or permission of instructor

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 220 Probability and Elementary Statistics***Shuchat*

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population.

Prerequisite: 116, 116Z, 120, or the equivalent. Open to first-year students by permission of the instructor.

Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring

Unit: 1.0

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**MATH 225 Combinatorics and Graph Theory***Shultz, Staff*

Enumeration of selections and arrangements, basic graph theory (isomorphism, coloring, trees), generating functions, recurrence relations. Methods of proof such as mathematical induction, proof by contradiction. Other pos-

sible topics: pigeonhole principle, Ramsey theory, Hamiltonian and Eulerian circuits, Polya's theorem.

Prerequisite: 116, 116Z, 120, or the equivalent

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

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**MATH 230 Introduction to Chaotic Dynamical Systems***Shultz*

This course is a study of time evolution of systems for discrete time intervals. Topics covered will include dynamical systems on the line and circle, one-parameter families of quadratic maps, period doubling, chaos, and a brief introduction to complex dynamics (Julia sets, the Mandelbrot set.)

Prerequisite: 116 or 116Z or 120

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 249 Selected Topics****NOT OFFERED IN 2000–01.**

Prerequisite: Varies according to topic

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

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**MATH 251 Topics in Applied Mathematics**

**NOT OFFERED IN 2000–01.** Statistical Quality Control. Basic tools for statistical quality control, the techniques by which manufacturers ensure the production of quality products. A review of the basic statistical tools, including estimation and hypothesis testing, an introduction to control charts, control charts for attributes, process capability analysis and acceptance sampling.

Prerequisite: 220 or permission of the instructor.

Distribution: Mathematical Modeling. Fulfills the

Quantitative Reasoning overlay course requirement.

Semester: N/O

Unit: 1.0

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**MATH 302 Elements of Analysis I***Kerr*

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation, integration, and interchange of limit operations as time permits.

Prerequisite: 205, and either 206 (not 206Z) or 225 or 212 (Non-Euclidean Geometry).

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 303 Elements of Analysis II**

**NOT OFFERED IN 2000–01.** A continuation of Math 302. Topics chosen from the theory of Riemann integration, measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. Offered in alternate years.

Prerequisite: 302

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

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**MATH 305 Modern Abstract Algebra I**

*Magid*

Introduction to groups, rings and fields. Equivalence relations, subgroups, normal subgroups, ideals, homomorphisms and isomorphisms.

Prerequisite: 206; or 206Z and 225; or 206Z and 212 (Non-Euclidean Geometry).

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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**MATH 306 Modern Abstract Algebra II**

*Staff*

Topics chosen from field theory and Galois theory. Using groups to study automorphisms of fields generated by the roots of a polynomial, with applications to solvability. Majors can fulfill the Major Presentation Requirement in this course for 2000–01.

Prerequisite: 305

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 307 Topology**

*Kerr*

Introduction to point-set, algebraic, and differential topology. Topics selected from topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds. Offered in alternate years.

Prerequisite: 302

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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**MATH 309 Foundations of Mathematics**

**NOT OFFERED IN 2000–01.** An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice. Offered in alternate years.

Prerequisite: 302 or 305

Distribution: Mathematical Modeling

Semester: N/O

Unit: 1.0

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**MATH 310/208 Functions of a Complex Variable**

*Sontag*

Complex numbers and the complex plane. Definitions and mapping properties of elementary complex functions. Analyticity and the Cauchy-Riemann equations. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities. Additional topics such as conformal mapping and Riemann surfaces as time permits. Assignments will be tailored to the level (200 or 300) for which the student is registered. Offered in alternate years.

Prerequisite: 205 is a prerequisite for 208, 302 is a pre- or co-requisite for 310.

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

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**MATH 349 Selected Topics**

*Milnikel*

**Topic for 2000–01: Mathematical Logic.** This course is a mathematical examination of the formal language most common in mathematics: predicate calculus. We will examine various definitions of meaning and proof for this language, and consider its strengths and inadequacies. Other topics from the broader scope of mathematical logic will be treated from a less technical point of view; these may include non-classical languages, model theory, set theory, computability theory and the incompleteness phenomenon. Majors can fulfill the Major Presentation Requirement in this course for 2000–01.

Prerequisite: One of the following: 302, 305, CS 235, or PHIL 216, or permission of the instructor.

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

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**MATH 350 Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**MATH 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**MATH 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Directions for Election

### Placement in Courses and Exemption Examinations

The Mathematics Department reviews elections of calculus students and places them in 103, 115, 116, 116Z, 120, or 205 according to their previous courses and summer placement results. See the descriptions for these courses. No special examination is necessary for placement in an advanced course.

Students may receive course credit towards graduation through the CEEB Advanced Placement Tests in Mathematics. Students with scores of 4 or 5 on the AB Examination or 3 on the BC Examination receive one unit of credit (equivalent to 115) and are eligible for 116, 116Z or 120. Those entering with scores of 4 or 5 on the BC Examination receive two units (equivalent to 115 and 116 or 115 and 120) and are eligible for 205. Students with a 4 or 5 on the AP Examination in Statistics receive one unit of credit (equivalent to 101). Advanced Placement credits may not count toward the major. Beginning with the class of 2003, Advanced Placement units in Mathematics may not count toward satisfying distribution requirements.

Students majoring in mathematics must complete 115 and 116 or 116Z (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206 (or 206Z), 302, 305, and one other 300-level course. Potential majors who have completed a year of calculus are encouraged to consider taking 200, to get a taste of mathematics beyond calculus. Students entering with AP credits must complete 8 units after entering college.

Students expecting to major in mathematics should complete the prerequisites for 302 and 305 before the junior year. The prerequisite for 302 is 205 and either 206 (not 206Z) or 225 or 212 (when the topic is Non-Euclidean Geometry). For 305 the prerequisite is either 206; or 206Z and 225; or 206Z and 212 (when the topic is Non-Euclidean Geometry). Independent study units (MATH 350, 360, 370) may not count as the third 300-level course required for the major.

Majors are also required to present one classroom talk in either their junior or senior year, usually in one of the courses specially designated as fulfilling this requirement ("Majors can fulfill the Major Presentation Requirement in this course"). Usually two such courses are designated each semester. In addition, a limited number of students may be able to fulfill the presentation requirement in other courses. Students need to speak with individual instructors to find out what is possible in a given course.

Students expecting to do graduate work in mathematics should elect 302, 305, and at least four other Grade III courses, possibly including a graduate course at MIT. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

The **mathematics minor** is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. Option I (5 units) consists of: (A) 205, 206 (or 206Z) and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200- or 300-level. Option II (5 units) consists of: (A) 205, 206 (or 206Z) and (B) three additional 200- or 300-level units. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

Students interested in teaching mathematics at the secondary-school level should consult the Chair of the Department of Mathematics and the Chair of the Department of Education. Students interested in taking the actuarial science examinations should consult the Chair of the Department of Mathematics.

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

The department offers the following options for earning honors in the major field: (1) completion of 302, 305, and four other Grade III courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs.



# Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Elkins (Religion), Fergusson (Art)*

## Directions for Election

*The major in Medieval/Renaissance Studies* enables students to explore the richness and variety of European and Mediterranean civilization from later Greco-Roman times through the Renaissance and Reformation, as reflected in art, history, literature, music, and religion. It has a strong interdisciplinary emphasis; we encourage students to make connections between the approaches and subject matters in the different fields that make up the major. At the same time, the requirements for the major encourage special competence in at least one field.

For a Medieval/Renaissance Studies major, students must take at least eight (8) units of course work from the list that follows. Of these, at least four must be above the 100-level in a single department; in addition, two units of course work must be at the 300-level. Each year at least one seminar is offered which is especially designed to accommodate the needs and interests of majors. The Majors' Seminars for 2000-01 are ARTH 304 (1) Leonardo Da Vinci and Michelangelo Buonarroti; and HIST 305 (2) Heirs of the Roman Empire: Byzantium, Latin Christendom, and Islam in the Middle Ages. (For details, see the department entries for Art and History.)

Majors who are contemplating postgraduate academic or professional careers in this or related fields should consult faculty advisors to plan a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. We make every effort to accommodate individual interests and needs through independent study projects (350s and senior theses) carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

There are numerous opportunities for study abroad for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. By participating in the Collegium Musicum, students can learn to perform Medieval and Renaissance music; see the departmental entry for Music.

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## ME/R 245 Introduction to Medieval Literature

*Jacoff*

An opportunity to explore a variety of narratives that remain influential and powerful. The course will look at the ways medieval writers think about the self and about the tensions (between soul and body, human and divine love, this world and the next) that are central in medieval culture. Texts to be read include Augustine's *Confessions*, Boethius' *The Consolation of Philosophy*, Beroul's *Tristan*, Heloise and Abelard's *Letters*, and Boccaccio's *Decameron*.

Prerequisite: Open to sophomores, juniors, and seniors; and also to first-year students by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit 1.0

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## ME/R 246 Monsters, Villains, and Wives

NOT OFFERED IN 2000-01. The cast of characters in this course will include famous monsters, villains, and wives from early English, French, and Anglo-Norman literature, ranging from the giant Grendel in *Beowulf* to the arch-villain Ganelon in *The Song of Roland*, from Guinevere to the wife of the enigmatic Green Man in *Sir Gawain and the Green Knight*. Texts will include *Beowulf*, the *Song of Roland*, Chrétien de Troyes' *Erec* and *Enide*, selected lais by Marie de France, and *Sir Gawain and the Green Knight*. In addition to tracing the monstrous, villainous, and wifely through these poems, we will also consider their contribution to an evolving literary tradition that moved generically from epic to romance and geographically back and forth between England and France. All texts will be read in modern English, in facing page translations from the original languages when available. *Students who have taken English [211] may not enroll in this class.*

Prerequisite: Open to sophomores, juniors, and seniors; and also to first-year students by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit 1.0

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## ME/R 247 Arthurian Legends

*Moll*

A survey of legends connected with King Arthur from the sixth century through the fifteenth, with some attention to the new interpretations in the nineteenth and twentieth centuries.

Prerequisite: Open to sophomores, juniors, and seniors; and also to first-year students by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit 1.0

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**ME/R 248 Medieval Women Writers**

**NOT OFFERED IN 2000-01.** This course explores a variety of texts by medieval women writers and the contexts in which and against which they were written. These texts raise questions about the role of the female body and about strategies of self-authorization which remain important today. The writers we will consider in depth are Marie de France, Eloise (and Abelard), selected medieval mystics, Margery Kempe, Julian of Norwich, and Christine de Pizan.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit 1.0

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**ME/R 249 Imagining the Afterlife**

**NOT OFFERED IN 2000-01.** An exploration of medieval visions and versions of the afterlife in the classical, Christian, and Jewish traditions. Material from popular visions, literary texts, and the visual arts. Focus on the implications of ideas about life after death for understanding medieval attitudes toward the body, morality, and life itself.

Prerequisite: None. Preference given to

Medieval/Renaissance majors.

Distribution: Language and Literature

Semester: N/O

Unit 1.0

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**ME/R 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit 1.0

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**ME/R 360 Senior Thesis Research**

Prerequisite: By permission of the program in Medieval/Renaissance Studies. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit 1.0

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**ME/R 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit 1.0

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**Related Courses**

*For Credit Toward the Major*

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**ARTH 100** Introduction to the History of Art: Ancient and Medieval Art

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**ARTH 101** Introduction to the History of Art: Renaissance to the Present

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**ARTH 101/WRIT 125** Introduction to the History of Art: Renaissance to the Present

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**ARTH 203** Cathedrals and Castles of the High Middle Ages

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**ARTH 218** From van Eyck to Bruegel: Painting in the Netherlands in the Fifteenth and Sixteenth Centuries

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**ARTH 229** Renaissance and Baroque Architecture

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**ARTH 243** Roman Art

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**ARTH 247** Islamic Art and Culture

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**ARTH 251** Italian Renaissance Art, 1400-1520

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**ARTH 252** Painting for Princes: Late Medieval Painting and Manuscript Illumination in Italy and France, 1250-1400

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**ARTH 253** The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

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**ARTH 304** Seminar. Leonardo da Vinci and Michelangelo Buonarroti

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**ARTH 330** Seminar. Renaissance Venice

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**ARTH 331** Seminar. The Art of Northern Europe

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**CLCV 211/311** Epic and Empire

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**ENG 112** Introduction to Shakespeare

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**ENG 213** Chaucer

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**ENG 222** Renaissance Literature

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**ENG 223** Shakespeare Part I: The Elizabethan Period

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**ENG 224** Seminar. Shakespeare Part II: The Jacobean Period

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**ENG 225** Seventeenth-Century Literature

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**ENG 227** Milton

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**ENG 315** Advanced Studies in Medieval Literature

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**ENG 324** Seminar. Advanced Studies in Shakespeare

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ENG 325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature

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FREN 301 France in the Renaissance: Forms, Reforms and Revolutions: The Middle Ages and Renaissance

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HIST 100 Introduction to Western Civilization

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HIST 208 Society and Culture in Medieval Europe

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HIST 209 From William the Bastard to Gloriana: England, 1066–1603

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HIST 213 Conquest and Crusade in the Medieval Mediterranean

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HIST 214 Medieval Italy

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HIST 217 The Making of European Jewry, 1085–1815

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HIST 219 The Jews of Spain and Lands of Islam

---

HIST 225 Age of Charlemagne

---

HIST 227 The Italian Renaissance

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HIST 228 The Renaissance and Reformation in Northern Europe

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HIST 229/329 Alexander the Great: Psychopath or Philosopher King

---

HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon

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HIST 231 History of Rome

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HIST 232 The Making of the Middle Ages, 500–1200

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HIST 234 The Later Middle Ages, 1200–1500

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HIST 238 Invasion and Integration: British History, 400–1300

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HIST 246 Medieval and Imperial Russia

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HIST 279 Heresy and Popular Religion in the Middle Ages

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HIST 303 The British Isles: From Norman Invasion to Tudor Domination

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HIST 305 Heirs of the Roman Empire: Byzantium, Latin Christendom, and Islam in the Middle Ages

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HIST 330 Seminar. Medieval Europe

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HIST 349 Seminar. Structures of Authority in Early Modern Europe 1400–1600

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ITAL 263 Dante (in English)

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MUS 200 History of Western Music I

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PHIL 319 Medieval Philosophy

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POL4 240 Classical and Medieval Political Theory

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REL 160 Introduction to Islamic Civilization

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REL 215 Christian Spirituality

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REL 216 Christian Thought, 100–1600

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REL 225 Women in Christianity

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REL 262 The Formation of the Islamic Religious Tradition

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REL 316 Seminar. The Virgin Mary

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REL 362 Seminar. Religion and State in Islam

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REL 365 Images of the Other in the European and Islamic Middle Ages

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SPAN 252 Christians, Jews, and Moors: The Spirit of Spain in its Literature

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SPAN 300 Honor, Monarchy and Religion in the Golden Age Drama

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SPAN 302 Cervantes

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SPAN 318 Seminar. Love and Desire in Spain's Early Literature

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WRIT 125/ARTH 100 Introduction to the History of Art: Ancient and Medieval Art

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# Department of Music

Professor: *Zallman, Brody<sup>A2</sup>, Fisk*

Associate Professor: *Fleurant (Chair), Panetta*

Assistant Professor: *Fontijn*

Visiting Assistant Professor: *Yun*

Body and Soul: *Adams*

Chamber Music Society: *Cirillo (Director),  
Plaster (Assistant Director), Stumpf*

Collegium Musicum: *Zallman (1), Fontijn (2)*

Prism Jazz: *Barringer*

Wellesley College Choirs: *Metallo*

Wellesley College Orchestra: *Hampton*

Yanvalou: *Washington*

Instructor in Performing Music: *Piano: Fisk,  
Shapiro, Barringer (jazz piano and keyboard  
improvisation)*

*Voice: Hewitt-Didham, Dry, Sanford*

*Jazz Voice: Adams*

*Violin: Cirillo*

*Jazz Violin: Risk*

*Baroque Violin: Stepner*

*Viola: Bossert-King*

*Violoncello: Rider*

*Double Bass: Henry*

*Flute: Preble*

*Jazz Flute: Marvuglio*

*Oboe: Gore*

*Clarinet: Matasy*

*Bassoon: Plaster*

*Saxophone: Matasy*

*Jazz Saxophone: Miller*

*French Horn: Gainsforth*

*Percussion: Jorgensen*

*Marimba: TBA*

*Trumpet: Hall*

*Trombone: Couture*

*Tuba: Carriker*

*Organ: Christie*

*Harp: Rupert*

*Guitar and Lute: Collver-Jacobson*

*Harpsichord and Continuo: Cleverdon*

*Viola da Gamba: Jeppesen*

*Performance Workshop: Staff*

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## MUS 99 Performing Music

### Staff

One half-hour private lesson per week. Students may register for 45-minute or hour lessons for an additional fee. For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344.

Prerequisite: *A basic skills placement test is mandatory for all students wishing to enroll in Music 99 or 199.* For those who do not pass this test, a co-requisite to Music 99 is Music 111.

Distribution: None

Semester: Fall, Spring

Unit: None

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## MUS 100 Music Appreciation

### Fontijn

An introduction to music as a cultural expression within its historical context. While the course concentrates on the development of European music from Classical Antiquity through the twentieth century, it includes complementary discussions of relevant world music and pays particular attention to American musical life. No previous musical training or background is assumed. Two lectures and one listening lab. May not be counted toward the major.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit 1.0

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## MUS 105 Introduction to World Music

### Fleurant

A survey of non-western music cultures and non-traditional fields, providing a foundation in the methodology and materials of modern ethnomusicology.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit 1.0

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## MUS 111 Tuning the Ear, Mind and Body

### Yun, TBA

Preparation in the primary elements of music, emphasizing rhythm and pitch perception, reading skill, keyboard familiarity, and correct music notation. Study in basic materials of music theory will include scale and chord construction, transposition, and procedures for harmonizing simple melodies. May not be counted toward the major. Three class meetings.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit 1.0



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### MUS 122 Pitch Structure in Tonal Music

Zallman, Panetta

A thorough grounding in species counterpoint and tonal cadence structures. Also includes a rigorous review of musical materials and terminology, accompanied by regular ear training practice with scales, intervals, chords, and melodic and rhythmic dictation. Normally followed by 244. Three class meetings.

Prerequisite: Open to all students who have completed or exempted Music 111. Students who meet this requirement are advised to take Music 122 in the fall.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring Unit 1.0

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### MUS 199 Performing Music (Intermediate)

Staff

One 45-minute lesson per week. A minimum of six hours of practice per week is expected. Music 199 may be repeated, ordinarily for a maximum of four semesters. One credit is given for a year of study, which must begin in the first semester. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 299, and 344.

Audition requirements vary, depending on the instrument. The piano requirements are described here to give a general indication of the expected standards for all instruments: all major and minor scales and arpeggios, a Bach two-part invention or movement from one of the French Suites, a movement from a Classical sonata, and a composition from either the Romantic or Modern period. *No credit will be given unless both semesters are completed satisfactorily.*

Prerequisite: A basic skills placement test is mandatory for all students wishing to enroll in 199. Open by audition to students who are taking, have taken, or have exempted Music 122. Completion of an additional music course is required before credit is given for a second year of 199. Music 122 must normally be completed during the first semester of 199.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring Unit 1.0

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### MUS 200 History of Western Music I

Panetta

The first half of a comprehensive survey of Western music history, Music 200 considers significant forms and styles of the earlier era, from the liturgical and vernacular repertoires of the Middle Ages to the conclusion of the Baroque period. While the course offers a strong historical component, one of its primary goals is to

assist students in developing analytical skills. As we examine compositions in many genres, we will pursue numerous avenues of inquiry, including close readings of verbal texts, evaluation of formal structures, harmonic analysis, assessment of melodic and rhythmic features, and investigation of the broader circumstances that surround and inform musical creation. This survey is continued by Music 201 in the second semester.

Prerequisite: 244

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit 1.0

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### MUS 201 History of Western Music II

Fisk

A completion of the survey of Western music history begun in 200, Music 201 examines the pre-Classical, Classical, and Romantic periods, as well as the music of the twentieth century. The course places special emphasis on the acquisition of analytical skills, and students are encouraged to devise and support interpretive hypotheses in written essays.

Prerequisite: 244

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit 1.0

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### MUS 209/AFR 224 A History of Jazz

Panetta

This course offers a listener's introduction to jazz, one of the greatest expressions of American artistic genius. Early jazz drew from several vibrant streams of indigenous musical art (including ragtime and blues idioms), and subsequent stylistic phases have corresponded closely to significant developments in social history; knowledge of jazz is thus highly relevant to an understanding of American culture since 1900. Through a selection of recordings, we will follow the progression of jazz history from African roots to recent developments; readings from source documents and contemporary accounts will offer perspective on the social history of jazz and the position of the jazz musician in society. Two class meetings, supplemented by weekly film screenings. *Students may register for either MUS 209 or AFR 224. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Historical Studies

Semester: Fall Unit 1.0

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**MUS 210/AFR 210 Folk and Ritual Music of the Caribbean**

*Fleurant*

An appreciative evaluation, discussion and analysis of the folk and ritual music of the Caribbean. An effort will be made to survey the musical component of the following Afro-Caribbean religions: Kumina, Rastafari, Shango, Candomble, Macumba, Umbanda, Winti, Vodun, Santeria, Lucumi, Quimboiseur. The concept of marginal retention and basic issues in the study of African retention in the Americas will be explored. Using field recordings, long playing records and documentary films, the student will be exposed to the aesthetic. *Students may register for either MUS 210 or AFR 210. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit 1.0

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**MUS 213 Twentieth-Century Techniques**

*Zallman*

Studies in the language and style of the concert music of the 20th century through analysis of smaller representative compositions of major composers. Short exercises in composition will be designed to familiarize students with the structural principles in the works of these composers.

Prerequisite: 122 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit 1.0

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**MUS 222/322 Women in Music**

*Fontijn*

An introduction to the history of works composed by women and to feminist music criticism and analysis. Issues surrounding women as composers, performers, and patrons as well as those concerning notions of gender, race, and sexuality are addressed in lectures, discussions, readings, listening assignments, compositions, and informal performances. While both levels emphasize socio-cultural critique and feminist theory, Music 322 focuses on analysis and listening skills.

Prerequisite: 222: open to all students; 322: 200 or 201 required. Not open to students who have taken MUS 235/335.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**MUS 223 *Das Lied*: The Music and Poetry of the German Art Song**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** The German *Lied* dates back to the Middle Ages as one of the language's major cultural expressions. This course proposes to examine the development of the genre via analysis of the German poetry and the music that composers set to the texts, allowing students to enlarge their musical vocabulary. The musical expression heightens the meaning of the text and in many cases elucidates the action thereof. Material to be studied will include works by well-known German, as well as non-German artists working in the German tradition. No previous musical training or background is required, however, the course may count as an elective course towards the music major.

Prerequisite: None

Distribution: Language and Literature or Arts, Music, Theater, Film, Video

Semester: N/O. Offered in 2001–02.

Unit 1.0

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**MUS 225/325/AFR 232/332 Topics in Ethnomusicology: Africa & The Caribbean**

**NOT OFFERED 2000–01. OFFERED IN 2001–02.** The course will focus on the traditional, folk and popular musics of Africa and the Caribbean. Emphasis will be put on issues of Africanism and marginal retentions in the musics of Brazil, Cuba and Haiti, the three major countries in the Americas known for their Africanism. The musics of Candomble, Santeria, and Vodun, and as well as the samba, rumba and meringue, the national musics of the three New World countries under consideration will be discussed in terms of their respective influence on the modern musics of Africa. Finally, the musical "round trip" between Africa and the Caribbean whereby the genre such as the rumba spawned new forms like the juju of Nigeria, the soukous of Zaire and the highlife of Ghana will be also discussed in the course. *Students may register for either MUS 225/325 or AFR 232/332. Credit will be given in the department in which the student is registered.*

Prerequisite: 100, 111, 122 or by permission of the instructor. In addition, for MUS 325 or AFR 332, MUS 200 is required.

Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy

Semester: N/O. Offered in 2001–02.

Unit 1.0

**MUS 233/AFR 233 Three Jazz Masters**

*Panetta*

Edward Kennedy “Duke” Ellington (1899–1974), Miles Davis (1926–1991), and John Coltrane (1926–1967) were among the most significant figures in twentieth-century American music. Each of these three distinguished himself as an improviser, a leader, and a composer, and their highly influential accomplishments greatly expanded the range and scope of African-American creativity. Through film, readings, and intensive listening, we will survey the careers of these artists and assess their recorded works, which combine musical innovation, social relevance, deep feeling, and high intellectual content. This course assumes no musical background. *Students may register for either MUS 233 or AFR 233. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Students who have taken MUS 209 may not enroll for credit in MUS 233 and vice versa.  
Distribution: Arts, Music, Theatre, Film, Video or Historical Studies  
Semester: Spring Unit 1.0

**MUS 235/335 Music in Historical/Critical Context**

**Offered in 2000–01 at the 300-level.**

Prerequisite: See listing for 335  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

**MUS 244 Harmony**

*Zallman*

A continuation of 122. Written exercises in four-part and keyboard-style harmony, accompanied by a keyboard lab with practice in figured bass and playing basic harmonic progressions. Range of study will include harmonic functionality, techniques of expansion, and melodic ornamentation, with practice in fundamental techniques of analysis. Three class meetings and one 60-minute laboratory.

Prerequisite: 122  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit 1.0

**MUS 249 Musical Scholarship, Musical Thought, and Performance**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** An exploration of some of the ways that historical, analytical, and critical study of music can contribute to its performance. The course will undertake several historical and analytic “case studies,” each of a piece from a different historical period and for a different combination of performers. In each case, we will

attempt to reach an understanding of historical and musical forces that motivate the particular shape and character of the music, and will investigate how such understanding can in turn motivate the ways performers bring shape and character to their performances. Strongly recommended for students in 199 and, especially, 299.

Prerequisite: 122, 244 (co-requisite), or by permission of the instructor  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2001–02. Unit 1.0

**MUS 250 Research or Individual Study**

Prerequisite: Open to qualified students by permission.  
Distribution: None  
Semester: Fall, Spring Unit 1.0

**MUS 250H Research or Individual Study**

Prerequisite: Open to qualified students by permission.  
Distribution: None  
Semester: Fall, Spring Unit 0.5

**MUS 275 Computer Music: Synthesis Techniques and Compositional Practice**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** An overview of the fundamental concepts, techniques and literature of electronic and computer music. Topics include: the technology of acoustic and digital musical instruments, MIDI programming, sound synthesis techniques (frequency modulation, sampling, linear synthesis, waveshaping, etc.), and the history of electronic music. Students will produce brief compositional exercises as well as learning basic programming and related technical skills.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2001–02. Unit 1.0

**MUS 299 Performing Music (Advanced)**

*Staff*

One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. One credit is given for a year of study. Not to be counted toward the major in music. For further information, including fees, see Performing Music and Performance Workshop: Private Instruction and Academic Credit. See also Music 99, 199, and 344.

Students who have taken or exempted Music 122 and have completed at least one year of Music 199 are eligible for promotion to 299. One 200 or 300 level music course must be completed for each unit of credit granted for Music 299. (A music course already used to fulfill the requirement for Music 199 may not be counted again for

299.) A student eligible for Music 299 is expected to demonstrate accomplishment distinctly beyond that of the Music 199 student. Students are recommended for promotion by their instructor and must have received a grade not lower than B+ on their final 199 jury examination. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Prerequisite: 199

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit 1.0

### MUS 300 Major Seminar. Studies in History, Theory, Analysis, Special Topics

Offered in both semesters with two topics each semester.

#### Fontijn

**Topic A: J.S. Bach's *St. Matthew Passion*.** It is often a subject of some amazement that this epic composer was known in his day as a church organist rather than as the musical hero that we consider him today. His fame was only secured when Felix Mendelssohn conducted the Matthäuspassion in Berlin in 1829; it was his family's connections to Bach's heritage that enabled this revival. This seminar will focus on three topics: genesis of the passion; Mendelssohn-Bach connections; and the diversity of 20th-century recorded performances of the work. Assignments will include weekly reading and listening and one term paper.

Prerequisite: 200-201 and 244, or permission of the instructor

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 0.5

#### Fisk

**Topic B: Exploring Bach's *Well-Tempered Clavier*.** J.S. Bach's own title page for the *Well-Tempered Clavier* declares its purposes to be both pedagogical and recreational. Because it has also come to be regarded as high art, most composers and many keyboard players of every generation since Bach's death have studied it intensively. But while many music lovers have also enjoyed its preludes and fugues aesthetically, many others have found them "too technical" or daunting in some other way. This seminar will explore not only the encyclopedic technical and stylistic range of these preludes and fugues, but also their aesthetic—evocative, expressive—dimensions. It will also focus especially on different historical and contemporary approaches to their performance, on the competing claims of

harpsichord and clavichord for this purpose, and on the strategies involved in playing them on the modern piano.

Prerequisite: 200-201 and 244, or permission of the instructor

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 0.5

#### Fleurant

**Topic C: The Folk and Ritual Music of Haiti.** The course will focus on the folk songs and drum rhythms of Haitian Vodun, the artistic source of the popular and contemporary "root" music of the country. Students will encounter the rich culture of the Haitian people through the study of their traditional music and dance. Emphasis will be put on African retentions, particularly Fon and Yoruba of Dahomey, Kongo of central Africa, and the Angola/Luango region of West Africa in the folk, popular, contemporary "root," and ritual music and dance of Haiti. In addition, students will learn to dance, play and sing the songs of yanvalou, mayi, zepol, and kongo, and develop the ability to recognize other folk, popular and ritual forms, such as twa rigol, nago, kongo-petwo, ibo, djouba-matinik, bandamazoun, contredans, kalabyen, banmboulin, compas direct, cadence rampas, bolero and meringue.

Prerequisite: 200-201 and 244, or permission of the instructor

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 0.5

#### Yun

**Topic D: The Brahms Connection: Musical Tradition and Innovation.** Johannes Brahms' reverence for the music of Bach and Beethoven is evident throughout his massive and enduring creative output. During this time of "musical revolution" led by Richard Wagner, Brahms stood as the guardian of the German classical tradition. Yet as much as Brahms' music is rooted in the past, it is also imbued with the textures, harmonies and lyricism of the Romantic spirit. In his provocative essay "Brahms the Progressive," Arnold Schoenberg reassessed Brahms the conservative, elucidating the innovative nature of his musical language and the continuous link it formed from the past into the future. Focusing on representative selections from the instrumental and lieder repertoire, this module will explore the integration of opposing aspects in these multi-faceted and poignant works: of the traditional with the innovative and of the rational (Apollonian) with the impulsive (Dionysian).



Class discussions will incorporate listening, reading, analysis and performance.

Prerequisite: 200-201 and 244, or permission of the instructor  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit: 0.5

**MUS 308 Choral and Orchestral Conducting**  
**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** Techniques of score preparation, score reading, rehearsal methods, and baton techniques. The development of aural and interpretive conceptual skills through class lectures and rehearsals, demonstrations of instruments, individual tutorials, and projects designed according to the student's development and interest.

Prerequisite: 200, 315 (which may be taken concurrently), or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2001-02. Unit 1.0

**MUS 313 Twentieth-Century Analysis and Composition**  
*Zallman*

A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Music 213 and 313 will meet together. However, Music 313 will focus on the composition of complete pieces in addition to other regular class assignments.

Prerequisite: 122 or permission of instructor  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring Unit 1.0

**MUS 314 Tonal Composition**  
**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** A study of tonal forms (the minuet, extended song forms, and the sonata) through the composition of such pieces within the style of their traditional models. Offered in alternation with 313.

Prerequisite: 244  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2001-02. Unit 1.0

**MUS 315 Advanced Harmony**  
*Brody*

Follows Music 244: study of common phrase structures, simple formal patterns; chromaticism derived from diatonic tonal procedures and chromatic chords through written exercises in free textures and analysis of some late Beethoven piano compositions. This year's course will

include an introduction to basic Schenkerian terminology and modes of analysis.

Prerequisite: 244; plus any of the following - 313, 314, 201  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit 1.0

**MUS 333 Topics in the Literature of Music**  
**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.**

Prerequisite: 200 or 201, and 244. Any student with advanced music reading skill may be admitted with permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O. Offered in 2001-02. Unit 1.0

**MUS 335/ARTH 335 Music in Historical/Critical Context**  
*Berman (Art), Brody (Music)*

**Topic for 2000-01: Cold War Modern.** This course examines the artistic avant-gardes in the U.S. in the decade following World War II. Co-taught by a composer and an art historian, it considers the intersection of Abstract Expressionism and progressive music with national politics, and with notions of freedom, individuality, and gender and class relations from 1945 to 1960. The seminar will work closely with the Davis Museum collection and will travel to New York to visit exhibitions. *Students may register for either MUS 335 or ARTH 335. Credit will be given in the department in which the student is registered.*

Prerequisite: ARTH 225, MUS 209 or 213, or by permission of the instructors. File application in department before pre-registration.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall Unit: 1.0

**MUS 344 Performing Music-A Special Program**  
*Staff*

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus a required performance workshop. Note that the only credit course in performance that can count *toward the music major* is Music 344.

Prerequisite: One to four units may be counted toward the degree, provided at least two units in the literature of music other than Music 200-201, a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in

the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

Distribution: Arts, Music, Theatre, Film, Video  
Semester: Fall, Spring Unit 1.0

### MUS 350 Research or Individual Study

Directed study in analysis, composition, orchestration, or the history of music.

Prerequisite: Open to qualified juniors and seniors by permission.  
Distribution: None  
Semester: Fall, Spring Unit 1.0

### MUS 350H Research or Individual Study

Prerequisite: Open to qualified students by permission  
Distribution: None  
Semester: Fall, Spring Unit 0.5

### MUS 360 Senior Thesis Research

Prerequisite: By permission of department. See Directions for Election and Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit 1.0

### MUS 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit 1.0

## Directions for Election of Major and Minor

The music major is a 10-unit program. The normal sequence of courses for the major is: 122, 244 (theory and harmony); 200-201; one of the following: 313, 314 (composition), 315 (advanced harmony); a total of two semesters of 300 (a Major Seminar offered in four modular units per year with changing topics in the areas of history, theory, analysis, plus one special topic module). Also required are three additional elected units of 200 or 300 level work.

A minor in music, a 5-unit program, consists of: 122, 244; 200-201 or one of these plus another history or literature course, and one additional 300 level course.

The Major Seminar (300 a-d) is open both to minors and other students with appropriate prerequisites.

Students who plan to undertake graduate study in western music theory or history should be aware that a knowledge of both German and French is essential for many kinds of work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship—through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Group instruction in basic keyboard skills, including keyboard harmony, sight reading and score reading, is provided to all students enrolled in any music course (including Music 100 with the instructor's permission and if space is available) and to Music 99 students with the written recommendation of their studio instructor. Ensemble sight reading on a more advanced level is also available for advanced pianists.

The department offers a choice of three programs for Honors, all entitled 360/370. Under Program I (two units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 315 and distinguished work in 313 and/or 314. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Participation in the Performance Workshops is mandatory for students who are concentrating in this area. Prerequisite for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

## Performing Music

### Instrument Collection

The Music Department owns 39 pianos (which include 28 Steinway grands, 2 Mason and Hamlin grands, and 5 Steinway uprights), a Fisk practice organ, a harp, a marimba, and a wide assortment of modern orchestral instruments.

In addition, an unusually fine collection of early instruments, largely reproductions, is available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ,

fortepiano, and 2 Clementi pianos; a lute, 8 violas da gamba, a baroque violin, and an 18th century Venetian viola; a sackbut, krummhorns, shawms, recorders, a renaissance flute, 2 baroque flutes, and a baroque oboe.

Of particular interest is the Fisk organ in Houghton Chapel, America's first 17th-century German style organ. The chapel also houses a large, three-manual Aeolian-Skinner pipe organ, and Galen Stone Tower contains a 32-bell carillon.

### Performance Workshop

The performance workshop is directed by a member of the performing music faculty, and gives students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments. Required for 344 students and for 370 students in Program III, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

### Private Instruction

The Music Department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, baroque violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, trombone, tuba, recorder, lute, classical guitar, saxophone, marimba, and jazz instruction in piano, violin, saxophone, flute, percussion and voice.

Information concerning auditions and course requirements for noncredit and credit study is given above under listings for Music 99, 199, 299, and 344. Except for Music 344, auditions and the Basic Skills Placement Test are ordinarily given at the start of the first semester only.

There is no charge for performing music to students enrolled in Music 344, nor to Music 199 or 299 students who have demonstrated financial need as determined by Wellesley College Financial Aid Office and who are receiving financial aid from Wellesley College and are taking the normal length of lesson. All other Music 199 and 299 students are charged \$780, the rate for one half-hour lesson per week throughout the year; the Music Department pays for their additional time. Students who contract for performing music instruction under Music 99 are charged \$650 for one half-hour lesson per week throughout the year, and may register for 45-minute or hour lessons for an additional fee. A fee of \$35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for fortepiano, harpsichord and organ is \$45. Performing music fees

are payable early in the fall semester and are not refundable. Lessons in performing music begin in the first week of each semester.

For purposes of placement, a basic skills placement examination is given before classes start in the fall semester. *All students registered for 111, 122, or private instruction (Music 99-199) are required to take the examination.*

Arrangements for lessons are made at the Music Department office during the first week of the semester. Students may begin private study in Music 99 (but not Music 199 or 299) at the start of the second semester, if space permits.

### Academic Credit and Corequisites for Music 199 and 299

Credit for performing music at the 199 and 299 levels is granted only for study with our own performance faculty, not with an outside instructor; the final decision for acceptance is based on the student's audition. One unit of credit is granted for a full year (two semesters) of study in either Music 199 or 299; i.e., both semesters must be satisfactorily completed before credit can be counted toward the degree. Of the 32 units for graduation a maximum of four units of performing music may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the Department. Music 122 is normally taken along with the first semester of lessons for credit. An additional music course must be elected for each unit of credit after the first year.

The Music Department's 199 and 299 offerings are made possible by the Estate of Elsa Graefe Whitney '18.

### Group Instruction

Group instruction in classical guitar, percussion, viol consort and recorder is available for a fee of \$100 per semester.

### Performing Organizations

The following organizations are a vital extension of the academic program of the Wellesley Music Department.

### The Wellesley College Choir

The Wellesley College Choir consists of approximately 50 singers devoted to the performance of choral music from the Baroque period through the twentieth century. Endowed funds provide for joint concerts with men's choral groups and orchestra. The choir gives concerts on and off campus and tours nationally and internationally during the academic year. Auditions are held during orientation week.

### **The Wellesley College Glee Club**

The Glee Club, founded in the fall of 1989, consists of about 50 members whose repertoire includes a wide range of choral literature. In addition to local concerts on and off campus, the Glee Club provides music at various chapel services and collaborates with the College Choir at the annual Vespers service. Auditions are held each semester during orientation week.

### **The Wellesley College Chamber Singers**

The Chamber Singers, founded in the fall of 1988, is a vocal chamber ensemble of 12 to 16 women from the College Choir's finest singers. The group specializes in music for women's voices and women's voices with instruments and gives concerts in conjunction with other college music organizations during the academic year. Their highly acclaimed performances of new music have resulted in invitations to perform at several area music festivals.

### **The Collegium Musicum**

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. Separate consort instruction is available in viola da gamba and recorder for both beginning and advanced players for a fee of \$100 per semester. Members of such groups are encouraged to take private instruction as well. See under Performing Music: Instrument Collection.

### **The Chamber Music Society**

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, and a number of diverse, informal programs involving chamber ensembles of many different kinds.

### **The Wellesley College Orchestra**

The Wellesley College Orchestra is a small symphony orchestra with a membership of approximately 40-50 musicians from Wellesley, MIT, and other surrounding college communities. Selection for membership is based on auditions in the Fall and Spring semesters. The group is

directed by a faculty conductor but is run by students with a student assistant conductor, also chosen by audition. Repertoire includes works from several periods for symphonic orchestra, with possibilities for solo performance.

### **Prism Jazz**

Prism Jazz is a faculty-directed jazz ensemble of 7-11 students which plays a mix of written arrangements and improvised ensemble parts. Rehearsals focus on developing fluency in the language of jazz improvisation, although previous jazz experience is not required. The ensemble performs several times each year and gives joint concerts with other area colleges. Workshops with guest artists on jazz improvisation are also offered. Auditions are held at the beginning of each year.

### **Body and Soul**

Body & Soul is a faculty-directed vocal jazz ensemble of 6-8 singers which performs several times during the academic year. The ensemble focuses on developing improvisational skills through individual and group repertoire. Previous jazz experience is not required. Auditions are held at the beginning of each year.

### **Yanvalou**

Yanvalou, a faculty directed ensemble that performs the traditional music of Africa and the Caribbean, provides students an opportunity to practice on authentic instruments, and to experience the culture of Africa through its music. In collaboration with the Harambee dancers, Yanvalou performs several concerts throughout the academic year.

### **The MIT Symphony Orchestra**

Through the Wellesley-MIT Cross Registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.



# Neuroscience

## AN INTERDEPARTMENTAL MAJOR

Director: Beltz (*Biological Sciences*)

The Departments of Biological Sciences, Chemistry and Psychology offer an interdepartmental major in neuroscience that provides for interdisciplinary study of the nervous system and biological and chemical mechanisms underlying behavior. This major replaces the interdepartmental major in psychobiology.

A major in neuroscience must include the following core courses: Biological Sciences 110, 111, and 213; Chemistry 110 and 111 (or 120), and 211; Psychology 205. Majors must elect two Grade II courses: one of the following Biological Sciences 219, 220, Chemistry 221, 222, and one of the following Psychology 215, 216, 217, 218. To be eligible for the Honors program, students should have completed all of the above by the end of the junior year. Honors projects may be supervised by members of the various departments associated with the major, in accordance with the requirements of the host department. Additionally, majors must elect two Grade III courses, at least one of which must be a laboratory course. Acceptable Grade III courses are Biological Sciences 302, 306, 312, 315, 332; Psychology 318, 319. Any other Grade III courses must be specifically approved by the Director. A minimum of 6 courses (a minimum of 6.75 units) towards the major requirements must be taken at Wellesley.

Students wishing to attend graduate school in neuroscience should take Chemistry 313 and a course in Physics.

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### NEUR 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### NEUR 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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### NEUR 370 Senior Thesis

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

# Peace and Justice Studies Program

## A STRUCTURED INDIVIDUAL MAJOR

Director: Kazanjian (*Dean of Religious/Spiritual Life*), Merry (*Anthropology*)

Peace and Justice Studies Advisory Board:  
*Agosin (Spanish), Cushman (Sociology), Kapteijns (History), Moon (Political Science), Murphy (Political Science), Rosenwald (English), Wasserspring (Political Science)*

The Peace and Justice Studies program provides a program of study which integrates the many areas of intellectual inquiry relating to the historical and contemporary search for a peaceful and just society and world. In addition to the courses offered below, Peace and Justice Studies annually offers lectures, workshops, symposia and internships open to all students.

A major in Peace and Justice Studies (8 units) should be designed in consultation with the program directors. Majors must elect a concentration of at least four units above Grade I. Concentrations will normally be in one department, but may be constructed across departments. In either case, the major must demonstrate the intellectual coherence of the concentration. The major should include two 300-level courses. The major consists of:

### 1. Two (2) required courses:

PEAC 104 Introduction to the Study of Conflict, Peace and Justice

PEAC 259 Peace and Conflict Resolution

### 2. Six (6) courses through which students are expected to develop proficiency in two areas:

- a) the social, political, historical and cultural factors that lead to conflict, violence and injustice.
- b) the various strategies and techniques of peace-making and justice-seeking at the level of nation states, social groups and communities within nation states, and interpersonal and individual relationships.

Students are expected to develop expertise in a particular international, national, regional or local conflict situation.

3. Students majoring in Peace and Justice Studies are usually expected to include an experiential education component in their course of study. This component should be discussed with the program directors and may include: wintersession, summer or year-long internships, course-related experiential education programs or community service projects.

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**PEAC 104 Introduction to the Study of Conflict, Justice and Peace**

*Kazanjian, Merry*

An interdisciplinary introduction to the study of conflict, justice and peace. The course engages students in developing an analytical and theoretical framework for examining the dynamics of conflict, violence and injustice and the strategies that have been employed to attain peace and justice including: balance of power, cooperation, diplomacy and conflict resolution, law, human rights, social movements, social justice (economic, environmental and race/class/gender), interpersonal communication and spirituality.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**PEAC 250H Research or Individual Study**

Prerequisite: 104 and 200-level course in general field of Peace and Justice Studies or by permission of instructor.

Distribution: None

Semester: Fall, Wintersession, Spring

Unit: 0.5

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**PEAC 259 Peace and Conflict Resolution**

*Agosin (Spanish)*

Topic for 2000–01: **Women, Citizenship and Justice: Human Rights in Latin America.** Human rights occupy a central place in the contemporary struggle for social justice in the public arena and in the family. This course will explore the way in which Latin American women, during the military dictatorships of the 1970s, redefined the concept of gender, justice, and citizenship. Particular emphasis will be placed on the construction of women's social movements, non-violent action, and the co-existence of human rights and redemocratization in the 1990s. The course will draw from materials in anthropology, history, political science, and literature.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**PEAC 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**PEAC 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 2.0

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**PEAC 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**Related Courses**

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*For Credit Toward the Major*

The courses listed below are representative of courses throughout the curriculum which emphasize topics related to the study of peace and justice. Students may petition the program directors to include other courses in their major or minor which are not listed below.

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**AFR 204 Third World Urbanization**

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**AFR 205 Post-Apartheid South Africa**

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**AFR 208 Women in the Civil Rights Movement**

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**AFR 219 Economic Issues in the African-American Community**

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**AFR 226 Seminar. Environmental Justice, Race and Sustainable Development**

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**AFR 306 Urban Development and The Underclass: Comparative Case Studies**

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**AFR 318 Seminar: African Women, Social Transformation and Empowerment**

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**AMST 151 The Asian American Experience**

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**ANTH 210 Racism and Ethnic Conflict**

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**ANTH 234 Urban Poverty: Contemporary Approaches to Inequality and Insurrection**

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**ANTH 271 Orientalizing Others: An Interdisciplinary Approach to Cultural Prejudices**

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**ANTH 319 Nationalism, Politics and the Use of the Remote Past**

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**ANTH 346 Colonialism, Development, Nationalism and Gender**

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**ECON 220 Development Economics**

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**ECON 243 Race and Gender in U.S. Economic History**

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**ECON 315 History of Economic Thought**

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**ECON 343 Seminar. Feminist Economics**

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EDUC 216 Education, Society and Social Policy

ENG 114 Race, Class, and Gender in Literature

ENG 364 Seminar. Race and Ethnicity in American Literature

HIST 103 History in Global Perspective: Cultures in Contact and Conflict

HIST 240 The World at War: 1937–1945

HIST 263 South Africa in Historical Perspective

HIST 265 History of Modern Africa

HIST 276 China in Revolution

HIST 284 The Middle East in Modern History

HIST 295 Strategy and Diplomacy of the Great Powers since 1789

HIST 296 The Cold War, 1945–1991

HIST 338 Seminar. European Resistance Movements in World War II

PHIL 206 Normative Ethics

PHIL 213 Social and Political Philosophy

POL1 215 Courts, Law and Politics

POL1 320S Seminar. Inequality and the Law

POL2 204 Political Economy of Development and Underdevelopment

POL2 207 Politics in Latin America

POL2 211 Politics of South Asia

POL2 301S Seminar. Transitions to Democracy

POL2 305S Seminar. The Military in Politics

POL2 306S Seminar. Revolution and War in Vietnam

POL2 307S Seminar. Women and Development

POL2 309 Politics of Ethnic and Religious Conflict

POL3 221 World Politics

POL3 224 International Security

POL3 323 The Politics of Economic Interdependence

POL3 327 International Organization

POL3 328 After the Cold War

POL3 329 International Law

POL3 330S Seminar. Negotiation and Bargaining

POL3 332S Seminar. People, Agriculture and the Environment

POL3 348S Seminar. Problems in North-South Relations

PSYC 347 Seminar. Culture and Social Identity

REL 230 Ethics

REL 257 Contemplation and Action

REL 351 Seminar. Religion and Identity in Modern South Asia

REL 357 Seminar. Issues in Comparative Religion

SOC 209 Social Inequality

SOC 217 Power: Personal, Social, and Institutional Dimensions

SOC 221 Globalization

SOC 235 Business and Social Responsibility

SPAN 251 Freedom and Repression in Latin American Literature

SPAN 267 The Writer and Human Rights in Latin America

SPAN 287 Women in the Americas: Empowering Diversity

WOST 304 African Women and Activism

WOST 311 Seminar. Family and Gender Studies: The Family, the State and Social Policy

WOST 325 International Treaty Law Relative to Women

# Department of Philosophy

Professor: *Chaplin<sup>A2</sup>, Conleton, Menkiti, Piper, Winkler<sup>A1</sup>*

Associate Professor: *McIntyre (Chair)*

Assistant Professor: *McGowan*

Visiting Assistant Professor: *Bittner*

Instructor: *de Warren*

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## PHIL 103 Self and World: Introduction to Metaphysics and Epistemology

*McGowan (Fall), McIntyre (Spring)*

This course introduces basic philosophical methods and concepts by exploring a variety of approaches to some central philosophical problems. Topics covered include the existence of God, skepticism and certainty, the relation between mind and body, the compatibility of free will and causal determination, the nature of personal identity, and the notion of objectivity in science and ethics. Readings are drawn from historical and contemporary texts. Discussions and assignments encourage the development of the students' own critical perspective on the problems discussed.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

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## PHIL 106 Introduction to Moral Philosophy

*Chaplin (Fall), Piper (Fall and Spring)*

A study of central issues in moral philosophy from ancient Greece to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing tests of right and wrong. Discussion of contemporary moral problems. Readings in several major figures in the history of moral philosophy.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall, Spring

Unit: 1.0

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## PHIL 200 Reason, Truth and Representation: Western Philosophy from Montaigne to the Present

**NOT OFFERED IN 2000-01.** An introductory survey of competing views of the scope of reason, the nature of truth, and the limits of representation, from the sixteenth century to the present. Particular emphasis on influential

twentieth-century movements such as pragmatism, phenomenology, logical positivism, existentialism, recent analytic philosophy, and post-modernism. Readings in a wide range of accessible primary sources. Among the authors: Montaigne, Descartes, Fichte, Nietzsche, James, Wittgenstein, Sartre, Quine, Murdoch, Lyotard.

Prerequisite: Open to sophomores, juniors, and seniors, and to first-year students with one course in philosophy.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

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## PHIL 201 Ancient Greek Philosophy

*Conleton*

A study of ancient Greek philosophy through study of the dialogues of Plato and the treatises of Aristotle. Emphasis will be on questions of human knowledge, ethics, and politics.

Prerequisite: Not open to students who have taken [101] or [101/125].

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

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## PHIL 202 African Philosophy

*Menkiti*

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.

Prerequisite: Open to seniors, juniors, and sophomores without prerequisite and to first year students who have taken one other course in philosophy.

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

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## PHIL 203 Philosophy of Art

*de Warren*

What makes an object an art object? How does art reflect on the human condition? Why is there art rather than not, expression rather than silence, a gesture rather than stillness? A philosophical approach to art is primarily interested in clarifying the problem of aesthetic value, the special activities that produce art, and the claim to truth which finds expression through artistic creation. The aim of this course is to explore these



questions, among others, by examining the positions of major philosophers and 20th Century artists.

Prerequisite: Open to first-year students who have taken one unit in philosophy. Open to sophomores, juniors, and seniors without prerequisite.  
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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### PHIL 204 Philosophy and Literature

*Menkiti*

This course examines the question what sort of object is the literary text and what are the ontological issues raised by acts of literary interpretation. It also examines the complex relationship between fiction and fact, and between fiction and morality. The treatment of commitment to self and others, of self-knowledge and self-identity, and of individual and social ideals, will also be explored. We end the course by looking at poetry—how it has meaning despite an inbuilt element of opacity of reference and how it succeeds not only in shaping, but also healing the world.

Prerequisite: Open to seniors, juniors, and sophomores without prerequisite and to first-year students who have taken one other course in philosophy.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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### PHIL 205 Chinese Philosophy

**NOT OFFERED IN 2000–01.** Introductory study in English translation of the ancient philosophies of Confucianism, Taoism, and Ch'an (Zen) Buddhism. Topics include the importance of community and tradition in the Confucian vision of the good life, the debate among Confucians on the question of whether human nature is innately good, the metaphysical visions of the universe in all three philosophies, and Taoist and Ch'an notions of forgetting self and merging with the universe.

Prerequisite: Open to students who have taken one course in philosophy.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

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### PHIL 206 Normative Ethics

**NOT OFFERED IN 2000–01.** Can philosophers help us to think about moral issues, such as what to do about poverty and hunger, or racism and sexism? How should one live, and why? We shall look at the attempts of some contemporary philosophers to provide answers, or at least guides to finding answers, to these or similar questions. We shall compare and contrast several approaches, for example, putting major

weight on consequences, or on conforming to a moral rule, or on being the sort of thing a virtuous person would do.

Prerequisite: None  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

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### PHIL 207 Philosophy of Language

*McGowan*

This course will explore a variety of philosophical issues concerning language: the different ways in which spoken language functions and conveys information, the alleged difference between speech and action and how it relates to freedom of speech issues (e.g., pornography and hate speech), the general problem of how words get attached to their referents, and criticisms of traditional conceptions of meaning and reference.

Prerequisite: Open to first-year students who have taken one unit in philosophy, and to sophomores, juniors and seniors without prerequisite.  
Distribution: Epistemology and Cognition  
Semester: Spring Unit: 1.0

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### PHIL 209 Scientific Reasoning

*McGowan*

This is a reasoning course that emphasizes the practical importance of critical thinking. Topics covered will include the basic forms of scientific inference, the basics of probability, issues of data collection, the difference between correlation and causation and the theoretical and practical difficulties associated with establishing causal claims. Students will also gain an appreciation of the political and ethical importance of critical thinking by evaluating cases of sexist and racist science.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.  
Distribution: Epistemology and Cognition. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Spring Unit: 1.0

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### PHIL 210 Business Ethics

*Congleton*

This course will examine some theories and concepts related to commerce as a part of society. Topics will include Aristotle's discussion in his *Politics* of the effects of the invention of coinage, Adam Smith's idea of "the invisible hand," Marx's idea of "commodification," the twentieth century idea of "value-neutral social science" as reflected in current discussions of "corporate responsibility," and the relationship of these topics to one another.

Prerequisite: None  
Distribution: Religion, Ethics and Moral Philosophy  
Semester: Spring Unit: 1.0

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### PHIL 211 Philosophy of Religion

*Winkler*

A philosophical examination of the nature and significance of religious belief and religious life. Topics include the nature of faith; the role of reason in religion; the ethical import of religious belief; toleration and religious diversity.

Prerequisite: None

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

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### PHIL 213 Social and Political Philosophy

*Chaplin*

What is the best form of life for humans? Is there a good life apart from the community? These questions are at the center of social and political philosophy, and in modern history they have taken several particular forms. Who has authority and why? What are the purposes of political action? How do you reconcile the values of equality, justice, and liberty when they conflict? Does the political have boundaries and, if so, what are they? This course will examine these questions in light of the writings of several eminent social and political philosophers, including Hobbes, Locke, Montesquieu, Rousseau, Mill and Rawls.

Prerequisite: Open to first-year students who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### PHIL 215 Philosophy of Mind

*McIntyre*

How are thoughts and sensations related to neurological processes? Could mental states be identical to brain states? What is free will? Could we have free will if we live in a deterministic universe? After examining a variety of answers to these traditional questions in the philosophy of mind we will expand our inquiry to include recent work in philosophy and cognitive science that examines the nature of consciousness, animal intelligence, and the role of emotion in thought and action.

Prerequisite: One course in philosophy, psychology, or cognitive science or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

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### PHIL 216 Logic

*Bittner*

An introduction to formal logic. Students will learn a variety of formal methods—methods sen-

sitive only to the form of the arguments, as opposed to their content—to determine whether the conclusions of the arguments follow from their premises. Discussion of the philosophical problems that arise in logic, and of the application of formal logic to problems in philosophy and other disciplines. Some consideration of issues in the philosophy of language.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

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### PHIL 217 Philosophy of Science

*McGowan*

This course will survey different versions of realism in the philosophy of science. Various epistemological issues will be discussed: what sort of evidence counts in favor of a scientific theory, how we decide when we have enough evidence to accept it, and whether, in accepting a theory, we must believe that it is true, approximately true, or merely converging on the truth. Several metaphysical questions will also be addressed: Is there a single way that the world is? Does it depend on us? What is truth and is there such a thing as approximate truth?

Prerequisite: Open to sophomores, juniors, and seniors.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

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### PHIL 218 Feminist Philosophy of Science

**NOT OFFERED IN 2000–01.** This course explores ways in which cultural attitudes about gender influence scientific practice. Examples from various sciences will be considered. Some examples of gender bias in science involve the violation of well-established standards of scientific practice. Other examples, however, raise deeper concerns. Might the very standards of science be questionable from a feminist point of view? Various feminist theories of knowledge will be discussed.

Prerequisite: One course in Philosophy, Women's Studies, or a laboratory science or by permission of the instructor.

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

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### PHIL 221 Modern Philosophy

*de Warren*

A study of central themes in 17th- and 18th-century philosophy that shaped the development of modern philosophy. Concentrating on Descartes, Pascal, Hume, and Kant, topics of the course include: the status of metaphysics, scientific

knowledge, and ordinary experience; the relation between mind and body; self-knowledge and identity; the connection between experience and knowledge; the existence of God; freedom and responsibility.

Prerequisite: Open to first-year students in their second semester and to sophomores, juniors and seniors.

Distribution: Epistemology and Cognition or

Historical Studies

Semester: Fall

Unit: 1.0

**PHIL 222 American Philosophy**

**NOT OFFERED IN 2000–01.** The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism, America's unique contribution to world philosophy. In addition to some of the standard texts, we shall study some writings by women and African-American philosophers. This course is intended for American Studies majors as well as for philosophy majors and anyone else interested.

Prerequisite: 221 or American Studies 101 or by permission of the instructor.

Distribution: Epistemology and Cognition or Historical Studies

Semester: N/O

Unit: 1.0

**PHIL 223 Phenomenology and Existentialism**  
*de Warren*

This course is an introduction to the phenomenological movement, including existentialism, based on readings in Husserl, Heidegger, Sartre, Merleau-Ponty, Levinas, Simone Weil. Topics include: the possibility of knowledge; the demands of reason on human existence; consciousness and action; the phenomena of anxiety, death, and authenticity; freedom and responsibility towards others; language and the artistic expression of experience; the human condition and the question of God.

Prerequisite: None

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

**PHIL 227 Philosophy and Feminism**  
*Congleton*

This course will begin with a consideration of the philosophical foundations of the so-called "first wave" of feminism, the "liberal social contract" feminism that came to prominence in England and the U.S. in the 19th century in the context of the Abolitionist movement. Next will be consideration of how there arose out of this form of feminism women's problem of combining career

and family, what is now sometimes called the "double day" problem still handicapping women today. Consideration will then be given to the critiques of liberal feminism developed in "second wave" feminism, especially critiques of liberal feminism's narrowness of race, class, sexuality, and ethnicity. The final section of the course will be a consideration of the alternatives to liberal feminism arising in response to these critiques.

Prerequisite: Open to sophomores, juniors, and seniors.

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

**PHIL 232 Vedanta Ethics and Epistemology**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–2002.** Whereas Western ethics is dominated by the obsession with reconciling self-interest with altruism and passion with reason, the Vedanta ethics and epistemology of ancient India regards the distinction among them as the product of egocentric delusion and ignorance of the true nature of the self. Vedanta confidently prescribes very specific actions and personal practices as time-tested means for achieving insight into the true nature of the self and union with ultimate metaphysical reality. We will study the basic texts in order to evaluate ourselves, our practices, and our values as products of an increasingly ubiquitous Western culture.

Prerequisite: 106, 206, or 213

Distribution: Epistemology and Cognition or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2001–02.

Unit: 1.0

**PHIL 233 Environmental Philosophy**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–2002.** A study of conceptions of the natural world and our place in it, from the Pre-Socratics and the Book of Genesis to the deep ecologists and ecofeminists of the present day. Readings in the history of philosophy (Aristotle, Descartes, Spinoza, Newton, Rousseau, and Hume, among others), in Emerson and Thoreau, and in contemporary nature writers and natural scientists. Discussion of ethical issues and of third-world critics of western environmentalism.

Prerequisite: None

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: N/O. Offered in 2001–02.

Unit: 1.0

**PHIL 249 Medical Ethics**

*Menkiti*

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications

of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gender surgery, genetic screening, amniocentesis, euthanasia.

Prerequisite: Open to seniors, juniors, and sophomores without prerequisite and to first year students who have taken one other course in philosophy.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall Unit: 1.0

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### PHIL 302 Kant's Solution to Skepticism and Solipsism

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Kant thinks that we can't know what anything is really like, including us. We can only know appearances we construct. So it seems we're permanently trapped in subjective illusions and biases. But Kant also thinks we have objective knowledge and that he can prove it. How can he reconcile these seemingly contradictory claims? Kant's *Critique of Pure Reason* has set the agenda for 19th and 20th century philosophy, and influenced psychology, physics, history, geography, political science, and law.

Prerequisite: 221

Distribution: Epistemology and Cognition

Semester: N/O. Offered 2001–02. Unit: 1.0

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### PHIL 303 Kant's Metaethics

Piper

Kant thinks human beings are free, rational and autonomous: and therefore have moral responsibilities that are universally and cross-culturally valid. This is a controversial view that has influenced international conceptions of human rights, justice, legal liability, and personal convictions about freedom and self-determination. Its metaethical justification begins in Kant's conceptions of freedom, reason and the self in the *Critique of Pure Reason*, and extends all the way through to his normative moral theory in the late *Metaphysics of Morals*.

Prerequisite: 221

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall Unit: 1.0

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### PHIL 311 Plato

Congleton

A study of Platonic dialogues important in the generation of two contrasting major traditions heavily influenced by Plato: Aristotelianism and neo-Platonism. (Alternates with 312.)

Prerequisite: 201 or equivalent previous study of Plato and Aristotle.

Distribution: Epistemology and Cognition

Semester: Spring Unit: 1.0

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### PHIL 312 Aristotle

**NOT OFFERED IN 2000–01.** Intensive study of the thought of Aristotle through detailed reading of selected texts. Attention will be given especially to those works which present Aristotle's picture of nature, human nature, and society. Aristotle's influence on subsequent science and philosophy will be discussed briefly. (Alternates with 311.)

Prerequisite: 101, 201, 220 or permission of the instructor.

Distribution: Epistemology and Cognition

Semester: N/O Unit: 1.0

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### PHIL 313 Seminar in Metaphysics

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** This seminar will explore both metaphysical and epistemological issues about individuation. The following questions will be addressed: Does the world come individuated into things and kinds of things independently of us? Or, do we have something to do with it? Might our interests, our investigations, or our languages play some role in slicing the world up into things and kinds of things? If so, then are we at least partially responsible for what the world is like? If there is some substantive sense in which we are responsible for what the world is like, does that mean that objective knowledge of the world is impossible?

Prerequisite: Open to sophomores, juniors and seniors who have taken at least one unit in philosophy, or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: N/O. Offered in 2001–02. Unit: 1.0

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### PHIL 314 Seminar in Theory of Knowledge

**NOT OFFERED IN 2000–01.** Intensive study of contemporary epistemology, focusing on the topic of *justification*. What is it to justify a belief? Does justification always require the giving of reasons? Is there such a thing as absolute justification, or is justification always relative? Is justification necessary for knowledge? Readings include one sustained (and influential) attempt to formulate a roughly traditional account of justification and a collection of papers from more radical perspectives.

Prerequisite: 207, or 217, or 221, or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: N/O Unit: 1.0

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### PHIL 319 Medieval Philosophy

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** We will study the epistemology and philosophical psychology of two twelfth-century



philosophers: the Jewish philosopher Moses Maimonides and the Arabic philosopher Ibn Rushd (Averroes); and the thirteenth-century Christian philosopher, Thomas Aquinas. The main focus will be on their theories of the human soul, human intellect and will, especially in comparison to the Greek philosophers of Plato and Aristotle, by whom they were greatly influenced.

Prerequisite: 101 or 201 or 220, or by permission of the instructor, equivalent study of Plato and Aristotle.  
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy  
Semester: N/O. Offered in 2001–02. Unit: 1.0

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### PHIL 323 Seminar. Continental Philosophy *de Warren*

**Topic for 2000–01: Time, Narrative, and Human Existence.** What is time? Historically, a great diversity of philosophical positions has emerged in response to this question. But despite such diversity, the connection of time with human existence and the structure of narrative has formed a unifying theme in the history of philosophy. The aim of this seminar is to reflect on the meaning of time through a close study of four philosophical explorations of how time conditions human existence and its articulation into narrative: Aristotle's *Poetics*, St. Augustine's *Confessions*, Nietzsche's *On the Utility and Liability of History for Life*, Heidegger's *History of the Concept of Time*.

Prerequisite: Open to juniors and seniors who have taken one unit in philosophy or equivalent preparation by permission of the instructor.  
Distribution: Epistemology and Cognition  
Semester: Spring Unit: 1.0

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### PHIL 326 Philosophy of Law *Menkiti*

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy are examined. We will also look at some philosophical problems that arise in connection with crime, civil rights, and "the legislation of morality."

Prerequisite: Open to juniors and seniors, or by permission of the instructor.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

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### PHIL 327 Theories of Women and the Civic Sphere

**NOT OFFERED IN 2000–01.** A consideration of the doctrine of "separate spheres" for women

and men as it developed historically in the West and in the Western women's movement. The main subject to be examined is whether this doctrine has carried with it a theory of the optimum structure of the self for participation in the "civic" or "public" realm, and if so, what implications this might have for women and men in relation to politics, business and other activities traditionally associated with the civic "sphere."

Prerequisite: 227  
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 0.5

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### PHIL 332 Philosophy of Yoga *Piper*

Yoga, one of the six orthodox systems of Indian philosophy, includes philosophies of ethics and action, mind and spirit, knowledge, love, and the body. The word *yoga* means union—of individual ego and ultimate reality. We will study some classical texts and commentaries and evaluate yoga's applications to a global Westernized culture that fragments relationships, identity, bodies, minds, and spirit in zero-sum relations of competition, distrust, and mutual antagonism.

Prerequisite: 232 or equivalent  
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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### PHIL 340 Seminar. Contemporary Ethical Theory

**NOT OFFERED 2000–01.** A study of four major problems in contemporary ethical theory: 1) the implications of determinism for free will and moral responsibility; 2) the question of whether morality makes reasonable demands on human nature; 3) whether valid moral demands are to be interpreted as making objective claims about the world (the issue of realism); and 4) whether they remain constant or vary with culture (the issue of relativism).

Prerequisite: 103, 106 or 206.  
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### PHIL 345 Seminar. Advanced Topics in Philosophy of Psychology and Social Science *McIntyre*

**Topic for 2000–01. Rationality and Action.** The distinction between practical and theoretical reasoning; the roles of logic, probability, prudence, and emotion in setting norms of rationality; the compatibility of a scientific perspective on the

mind with traditional conceptions of deliberation and autonomy.

Prerequisite: 103, 106, 206, 207, 215, 216, 217, 221 or permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

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### PHIL 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### PHIL 350H Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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### PHIL 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### PHIL 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

### *Attention Called*

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EXTD 203 Ethical and Social Issues in Genetics

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EXTD 204 Women and Motherhood

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*For Credit Toward the Major*

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EDUC 102/WRIT 125 Education in Philosophical Perspective

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## Directions for Election

The philosophy department divides its courses and seminars into three subfields: (A) the history of philosophy: 201, 205, 221, 222, 223, 302, 303, 311, 312, 319, 349 (when the topic is appropriate); (B) Value Theory: 106, 202, 203, 204, 205, 206, 211, 213, 227, 232, 233, 249, 303, 326, 332, 340, 349 (when the topic is appropriate); (C) Metaphysics and Theory of Knowledge: 103, 200 202, 207, 209, 211, 215, 216, 217, 218, 219, 232, 233, 240, 256, 302, 304, 313, 314, 323, 332, 345, 349 (when the topic is appropriate).

The major in philosophy consists of at least NINE units. Philosophy 201 (or with permission of the chair, 101) and 221 are required of all majors. In order to assure that all majors are familiar with the breadth of the field, each major must take two units each in subfields B and C. Majors are strongly encouraged to take a third unit in subfield A. Students planning graduate work in philosophy should take 216 and acquire a reading knowledge of Latin, Greek, French or German. In order to assure that students have acquired some depth in philosophy, the department requires that each major complete at least one 300-level unit or seminar in two of the subfields.

The minor in philosophy consists of FIVE units. No more than one of these units may be on the 100 level; 201 or 221 is required of all minors; at least one of the five units must be at the 300 level.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project combining a long paper with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

The department participates in two exchange programs. First, there is the normal MIT-Wellesley Exchange. MIT has an excellent philosophy department and students are encouraged to consult the MIT catalog for offerings. Second, there is the Brandeis-Wellesley Exchange. Brandeis also has an excellent department and students are encouraged to consult the Brandeis catalog for offerings. Starting in 1991-92, Brandeis and Wellesley have been exchanging faculty on a regular basis to enhance the curricular offerings at each institution.

# Department of Physical Education and Athletics

Professor: O'Neal<sup>31</sup> (*Chair/Athletic Director*),  
Batchelder

Associate Professor: Bauman

Assistant Professor: Brownell, Dix<sup>42</sup>, Driscoll,  
Hagerstrom, Kiefer, Landau, Lapointe, Webb

Instructor: Adams, Annavedder, Babington,  
Baker, Battle, Chin, Colby, Douglas, Friswell,  
Galpin, Griswold, Gulati, Hayden-Ruckert,  
Hersbkowitz, Klein, Liung, Magennis,  
Normandeau, Roiter, Savetsky, Swirka, Teevens,  
Weaver, Widett, Wilson, Woods

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## PE 121 (Fall and Spring) Physical Education Activities and Athletics Teams

### *Physical Education and Athletics Requirement*

To complete the College degree requirement in physical education, a student must earn 8 credit points. Students are strongly urged to earn the 8 credit points by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. There are no exceptions for the degree requirement in physical education and athletics.

## Directions for Election

The requirement can be completed through:

1. completion of sufficient number of physical education instructional classes to earn 8 credits; or
2. sufficient length of participation in Wellesley's 11 varsity athletic teams to earn 8 credits; or
3. a combination of sufficient completion of instructional classes and participation on varsity athletic teams to earn 8 credits, including credits earned at other colleges.

Students can receive *partial* credit towards the 8 credit points through:

1. Independent pursuit either on or off campus (max. 4 points). Students must satisfactorily complete this pre-approved independent study as specified in the *Physical Education and Athletics Curriculum Handbook*.

2. Sufficient length of participation in Wellesley's physical activity clubs (max. 2 points). Students must satisfactorily complete this pre-approved participation as specified in the *Physical Education and Athletics Curriculum Handbook*.

Transfer students will be given partial credit toward the physical education requirement dependent upon year and semester of admission. Usually, students admitted in the sophomore year will be expected to complete 4 credit points at Wellesley. Students admitted in the junior year or as a Davis Scholar will be considered as having completed the degree requirement.

A student's choice of activity is subject to the approval of the Physical Education and Athletics Department and the College Health Services. If a student has a temporary or permanent medical restriction, she, the Physical Education and Athletics Department and the College Health Services will arrange an activity program to serve her individual needs. No student is exempt from the physical education requirement.

Students may take a specific physical education activity only twice for credit. Students may continue to enroll in physical education instructional classes after the PE 121 requirement is completed provided space is available in the class.

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### A. Physical Education Instructional Classes

The instructional program in physical education is divided into four terms, two each semester. Most physical education activity classes are scheduled for a term (6 weeks) and give 2 credit points toward completing the requirement. Some physical education activity classes, however, are offered for a semester (12 weeks) and count 4 credit points toward completing the requirement. All classes are graded on a Credit-No Credit basis.

CR—*Credit* for course completed satisfactorily.

NC—*No Credit* for course not completed satisfactorily. Inadequate familiarity with the content of the course or excessive absence may result in an NC grade.

INC—*Incomplete* is assigned to a student who has completed the course with the exception of a test or assignment which was missed near the end of the course because of reasons not willfully negligent.

Activity classes usually scheduled for a semester (12 weeks):

Both Semesters: Ballet, Jazz & Modern Dance, SCUBA, Self-defense, Yoga, Personal Exercise Program, Strength Training/Circuits, Tai-chi, Tennis, Squash, Relaxation/Flexibility, Karate, Racquetball, Archery.

Second Semester only: Golf, Dance Theatre Workshop, Lifeguard Training

Activity classes usually scheduled for a term (6 weeks):

Activity	Term
aerobics	1, 2, 3, 4
aquarobics	2, 3
archery	3, 4
badminton	2, 3
crew	1, 4
CPR/first aid	Wintersession, 3, 4
dance—African	1, 2, Wintersession, 3, 4
dance—world	1, Wintersession
dance—broadway jazz	1, 3
fencing	1, 2, 3
fitness walking	2, 3
golf	1, 4
horseback riding	1, 2, 3, 4
lacrosse	2
racquetball	1, 2, 3, 4
running	4
sailing	1, 4
skiing—downhill	3
squash	1, 2, 3, 4
strength training	2, 3
swimming	1, 2
table tennis	1, 2, 3, 4
tennis	1, 2, 3, 4
volleyball	1, 3
yoga	Wintersession

B. Athletics Teams

The intercollegiate program offers 11 sports through which a student may earn credit points towards the completion of the degree requirement. The athletics program is divided into three seasons: Fall (F), Winter (W), Spring (S) with several sports offered each season. The maximum number of credit points that can be earned during a season are: Fall (4), Winter (7) and Spring (6).

Athletic Team	Season
Basketball	Winter
Crew (varsity and novice)	Fall, Spring
Cross-country Running	Fall
Fencing	Winter
Field Hockey	Fall
Lacrosse	Spring
Soccer	Fall
Squash	Winter
Swimming	Winter
Tennis	Fall, Spring
Volleyball	Fall

*Enrollment and eligibility for earning credit points toward completion of requirement by participating on one of these teams is limited to those students who are selected to the team by the Head Coach. Notices of organizational meetings and tryouts for these 11 teams are distributed each year by the Head Coach.*

PE 205 Sports Medicine

Bauman

The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces which arise within and without the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. *Academic credit only.*

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0



# Department of Physics

Professor: *Berg<sup>A1</sup> (Chair-Spring), Brown, Ducas*

Associate Professor: *Quivers, Stark<sup>A2</sup> (Chair-Fall), Hu*

Visiting Instructor: *Zastavker*

Laboratory Instructor: *Bauer, O'Neill, Wardell*

Most courses meet three times weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

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## PHYS 100 Musical Acoustics

**NOT OFFERED IN 2000–01.** Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. Each student will write a term paper applying physical principles to a particular field of interest. No laboratory. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

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## PHYS 101 Frontiers of Physics

**NOT OFFERED IN 2000–01.** An overview of the evolution of physics from classical to modern concepts. Emphasis will be placed on the revolutionary changes that have occurred in our view of the physical universe with the development of quantum mechanics and the theory of relativity. No laboratory. Not to be counted toward minimum major or to fulfill entrance requirement for medical school.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O

Unit: 1.0

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## PHYS 103 The Physics of Marine Mammals

**NOT OFFERED IN 2000–01.** An examination of the scientific and engineering principles embodied in the design of these aquatic animals. Emphasis on an interdisciplinary approach and developing modeling and problem-solving techniques. Topics include: diving and swimming (ideal gas law, fluids, forces); metabolism (energy, thermodynamics, scaling); and senses (waves, acoustics, optics). Field trip. No laboratory. Not

to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O

Unit: 1.0

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## PHYS 104 Basic Concepts in Physics I with Laboratory

*Brown, Hu (Fall), Quivers (Spring)*

Mechanics, including statics, dynamics, and conservation laws. Introduction to waves. *May not be taken in addition to 107.*

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140. Corequisite:

Mathematics at the level of Math 115 or higher.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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## PHYS 106 Basic Concepts in Physics II with Laboratory

*Quivers (Fall), Staff (Spring)*

Light, geometrical and physical optics, electricity and magnetism. 106 does not normally satisfy the prerequisites for 202 or 203. *May not be taken in addition to 108.*

Prerequisite: 104 and Mathematics at the level of Math 115 or higher.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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## PHYS 107 Introductory Physics I with Laboratory

*Staff (Fall), Quivers (Spring)*

Principles and applications of mechanics. Includes: Newton's laws, conservation laws, rotational motion, oscillatory motion, and gravitation. *May not be taken in addition to 104.*

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140. Corequisite:

Mathematics at the level of Math 115 or higher.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

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## PHYS 108 Introductory Physics II with Laboratory

*Staff (Fall), Ducas (Spring)*

Electricity and magnetism, introduction to Maxwell's equations, electromagnetic radiation, geometrical and physical optics. Basic laboratory electronics. *May not be taken in addition to 106.*

Prerequisite: 107, (or 104 and permission of the instructor) and Mathematics 116, 116Z or 120.  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Fall, Spring Unit: 1.25

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**PHYS 115/CS 115 (Wintersession) Robotic Design Studio**

*Berg, Turbak (Computer Science)*

In this intensive course, students are introduced to engineering principles as they design and assemble robots out of LEGO parts, sensors, motors, and tiny computers. Fundamental robotics skills are learned in the context of studying and modifying a simple robot known as SciBorg. Then, working in small teams, students design and build their own robots for display at a Robot Exhibition. These projects tie together aspects of a surprisingly wide range of disciplines, including computer science, physics, math, biology, psychology, engineering, and art. *Students may register for either PHYS 115 or CS 115. Credit will be given in the department in which the student is registered.*

Prerequisite: None  
Distribution: Natural and Physical Science  
Semester: Wintersession Unit: 0.5

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**PHYS 123 Why Things Stay Up (Or Not)**

NOT OFFERED IN 2000–01. This course provides an introduction to structures. Beginning with discussions of what “support” means, we will discuss fundamental physical concepts of force and torque as related to bridges, tents, skyscrapers, and planes. No prior knowledge of physics is required; we will use our intuition to guide our understanding of fundamental concepts such as force and torque. The course covers different types of loads (static and dynamic), precautions taken for environmental effects such as earthquakes and winds, properties of building materials, and most importantly, causes of failure. In addition to learning the physics behind structures, we will talk about other influences. In particular, our discussions of failure will necessarily include decisions made about structures that were based on material availability, technological limitations, and economic or political factors. No prior knowledge of physics is required.

Prerequisite: Fulfillment of the Quantitative Reasoning Basic skills requirement or QR 140.  
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: N/O Unit: 1.0

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**PHYS 124 Introduction to Computer Simulation and Modeling in the Sciences**

*Hu, Brown*

In this course we will explore the construction of computer models to simulate real-world events using the MATLAB programming language. The modeling process involves developing hypotheses, writing computer programs to simulate real events based on these hypotheses, and analyzing the results. Examples, such as cooling of a cup of hot coffee, spreading of pollution, transition of the motion of an oscillating system from repetitive and predictable to chaotic and unpredictable, and growth or death of the population of a species, will be drawn from many scientific fields and from everyday life. We will also explore the power of computers in analyzing and synthesizing audio information of sounds, such as speech and music. No prior knowledge of computer programming is required. The course will meet weekly for two lectures and a two-hour lab.

Prerequisite: One unit in science, computer science, or mathematics. Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.  
Distribution: Natural and Physical Sciences or Mathematical Modeling  
Semester: Fall Unit: 1.0

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**PHYS 202 Modern Physics with Laboratory**  
*Ducas*

Introduction to quantum mechanics and atomic physics. Introduction to thermodynamics and statistical mechanics.

Prerequisite: 108, Mathematics 116, 116Z or 120.  
Distribution: Mathematical Modeling or Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall Unit: 1.25

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**PHYS 203 Vibrations, Waves, and Special Relativity with Laboratory**  
*Hu*

Free vibrations, forced vibrations and resonance, wave motion, superposition of waves, Fourier analysis with applications. Applications from optics, acoustics and nuclear magnetic resonance spectroscopy. Special theory of relativity.

Prerequisite: 108, Mathematics 205 and corequisite EXT216.  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: Spring Unit: 1.25

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### PHYS 219 The Art of Electronics

**NOT OFFERED IN 2000–01.** Primarily a laboratory course emphasizing construction of both analog and digital electronic circuits. Intended for students in all of the natural sciences and computer science. Approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. Topics include diodes, transistor amplifiers, op amps, and digital electronics including microprocessors and microcontrollers. Assembly language programming. Introduction to robotics. Two laboratories per week and no formal lecture appointments.

Prerequisite: 106 or 108 or permission of instructor.  
Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: N/O

Unit: 1.25

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### PHYS 222 Medical Physics

**NOT OFFERED IN 2000–01.** The medical and biological applications of physics. Such areas as mechanics, electricity and magnetism, optics and thermodynamics will be applied to biological systems and medical technology. Special emphasis will be placed on modern techniques such as imaging tomography (MRI, CAT scans, ultrasound, etc.) and lasers in medicine.

Prerequisite: 106, or 108, and Mathematics at the level of Math 115 or higher, or by permission of the instructor.

Distribution: Mathematical Modeling or Natural and Physical Science  
Semester: N/O

Unit: 1.0

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### PHYS 250 Individual Study

Prerequisite: Open by permission to students who have taken 107.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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### PHYS 250H Individual Study

Prerequisite: Open by permission to students who have taken 107.

Distribution: None  
Semester: Fall, Spring

Unit: 0.5

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### PHYS 265 Thinking Physics: Developing A Physicist's Habits of Mind

**NOT OFFERED IN 2000–01.** This seminar will emphasize the development of a repertoire of critical skills and knowledge necessary for understanding and doing physics. These skills include conceptual problem-solving, making connections across fields, testing mathematical models, ask-

ing and answering analytical questions and making effective presentations of results.

Co-requisite: 202

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O

Unit: 1.0

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### PHYS 302 Quantum Mechanics

*Stark*

Postulates of quantum mechanics, solutions to the Schrödinger equation, operator theory, angular momentum and matrices.

Prerequisite: 202, 203 and EXTD 216

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0

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### PHYS 305 Thermodynamics and Statistical Mechanics

*Ducas*

The laws of thermodynamics, ideal gases, thermal radiation, Fermi and Bose gases, phase transformations, and kinetic theory.

Prerequisite: 202 and EXTD 216

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

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### PHYS 306 Mechanics

*Quivers*

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, rigid body mechanics, non-linear dynamics.

Prerequisite: 203 and EXTD 216

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0

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### PHYS 314 Electromagnetic Theory

*Berg*

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation.

Prerequisite: 108, 306 and EXTD 216

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

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### PHYS 349 Application of Quantum Mechanics

**NOT OFFERED IN 2000–01.** Quantum mechanical techniques such as perturbation theory and the numerical solutions to the Schrödinger equation will be developed.

Applications to problems in atomic, molecular, and solid-state physics will be studied both theoretically and experimentally. One lecture and one laboratory per week.

Prerequisite: 302 or CHEM 333.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O Unit: 1.25

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#### PHYS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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#### PHYS 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit: 0.5

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#### PHYS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

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#### PHYS 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

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### Related Courses

#### *For Credit Toward the Major*

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EXTD 216 Mathematics for the Physical Sciences

#### *Attention Called*

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ASTR 311 Elements of Astrophysics

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ASTR 315 Topics in Astrophysics

### Directions for Election

A **major** in physics should ordinarily include: 107, 108, 202, 203, 302, 305, 306 and 314. Extradepartmental 216 is an additional requirement. 219 and 349 are strongly recommended. One unit of another laboratory science is recommended.

A **minor** in physics (6 units) should ordinarily include: 104 or 107, 108, 202, 203, 302 and one other unit at the 300 level. Extradepartmental 216 is also required. 350 cannot be counted as a 300 level unit.

All students who wish to consider a major in physics or a related field are urged to complete the introductory sequence (107 and 108) as soon as possible, preferably in the first year. A strong mathematics background is necessary for advanced courses. It is suggested that students complete Mathematics 115 and 116 or 120 in their first year and Mathematics 205 as soon as possible. Mathematics 116Z is particularly appropriate for students interested in a major in physics.

All students majoring in physics are urged to develop proficiency in the use of one or more computer languages.

#### Teacher Certification

Students interested in obtaining certification to teach physics in the Commonwealth of Massachusetts should consult the Chairs of the Education and Physics Departments.

#### Exemption Examinations

Examinations for exemption from Physics 107 and Physics 108 are offered. Sample examinations are available from the Department. The Department does not accept AP credit for exemption from Physics 107 and Physics 108. Students may not receive more than 2 units of credit for the introductory physics sequence. For example, a student who enrolls in both Physics 107 and Physics 108 will not also receive AP credit.



# Department of Political Science

Professor: *Joseph, Just, Krieger, Miller, Murphy (Chair), Paarlberg, Rich<sup>A</sup>, Schechter, Stettner*  
Associate Professor: *Moon*  
Assistant Professor: *Burke, Candland, Euben<sup>A</sup>*  
Visiting Assistant Professor: *Candrea, Joyce*  
Instructor: *Gulati*  
Senior Lecturer: *Wasserspring*

## Introductory Courses

### **POL 100 Introduction to Political Science** *Staff*

Politics is a struggle for power—and questions about power are at the heart of political science: how is power gained? how is it lost? how is it organized? how is it used? how is it abused? This course introduces students to the concerns and methods of political scientists and to the major subfields of the discipline: American politics, comparative politics, international relations, and political theory. The course is centered on several major books in the field, some describing important political events, such as the rise of the Nazi party in Germany and the collapse of apartheid in South Africa, and some illustrating how political scientists analyze and evaluate the world of politics. *This course is strongly recommended for all further work in political science.*

Prerequisite: None. Not open to students who have taken Political Science [101 or 102].  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

### **QR 199 Introduction to Social Science Data Analysis** *Kauffman (Economics), Gulati*

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students must register for a laboratory section which meets an addi-*

*tional 70 minutes each week. Not open to students who have taken ECON 199/POL 199/SOC 199.*

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.  
Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.  
Semester: Fall, Spring Unit: 1.0

## American Politics and Law

### **POL1 200 American Politics** *Gulati, Joyce*

The institutions, processes and values that shape American politics. The origins and evolution of the U.S. Constitution, and the institutions it created: Congress, the executive branch, the presidency, the federal court system and federalism. Analysis of “intermediary” institutions including political parties, interest groups, elections and the media. Study of enduring debates over values in American politics, with particular attention to conflicts over civil rights and civil liberties.

Prerequisite: One unit in political science, economics, or American studies, or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

### **POL1 210 Political Participation and Influence** *Just*

How do citizens express their interests, concerns, and preferences in politics? Why and how do some groups achieve political influence? Why are some issues taken up and others ignored? The parts played by public opinion polls, interest groups, political parties, PACs, elections, the mass media, protests, riots and demonstrations in articulating citizen concerns to government. Special attention to problems of money in politics, low voter participation, and inequality of race, class, and gender. Course work includes reading, discussion, and direct political participation in an interest group or election campaign.

Prerequisite: One unit in political science.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### **POL1 212 Urban Politics** *Rich*

**NOT OFFERED IN 2000–01.** Introduction to contemporary urban politics. Study of policymaking and political leadership in the areas of

public education, city bureaucracies, housing, welfare, fiscal management, and economic redevelopment. Consideration of population shifts, racial and ethnic conflicts, and the impact of federal policy on urban planning.

Prerequisite: One unit in political science or economics or American studies.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **POL1 213 Women in American Politics**

**NOT OFFERED IN 2000–01.** Examines the entire range of women's participation in American politics through voluntary organizations, social movements, and electoral politics. Explores the relationship between the two strains of feminism that have motivated women to political action: difference feminism and equality feminism, and reflects on the uneasy alliance between the struggle for racial equality and gender equality. Focuses on policy areas where women have been important political actors and also the subject of the policy, including: abortion, welfare and workplace issues. More generally examines the nature and theory of representation and American politics through the lens of women in politics. *Maximum enrollment is 40.*

Prerequisite: One unit in Political Science and/or permission of the instructor

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **POL1 215 Courts, Law, and Politics**

*Burke*

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change.

Prerequisite: 200 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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### **POL1 311 The Supreme Court in American Politics**

*Schechter*

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties.

Prerequisite: 215 or one other unit in American legal studies, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **POL1 313 American Presidential Politics**

*Rich*

**NOT OFFERED IN 2000–01.** Analysis of the central role of the president in American politics and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on relations with the other branches of government and the making of domestic and foreign policy.

Prerequisite: 200 or 210 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **POL1 314 Congress and the Legislative Process**

*Gulati*

An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking.

Prerequisite: 200 or 210 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### **POL1 315 Public Policy and Analysis**

*Joyce*

The first part of the course will examine how domestic public policy is formulated, decided, implemented and evaluated, at both the federal and local level. Both moral and political standards for making policy will be examined. Factors that promote or impede the development and realization of rational, effective and responsive public policy will be reviewed. The second part of the course will be devoted to student research and presentations on selected policy topics, including public schools, public transportation, homelessness, environment, and drug enforcement.

Prerequisite: 200 or 210 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**POL1 316 Mass Media in American Democracy**

*Just*

Focus on the mass media in the American democratic process, including the effect of the news media on the information, opinions, and beliefs of the public, the electoral strategy of candidates, and the decisions of public officials. Discussion of news values, journalists' norms and behaviors, and the production of print and broadcast news. Evaluation of news sources, priorities, bias, and accessibility. Attention to coverage of national and international affairs, as well as issues of race and gender. Questions of press freedom and journalism ethics are explored.

Prerequisite: 200, 210 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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**POL1 318S Seminar. Conservatism and Liberalism in Contemporary American Politics**  
*Schlechter*

Examination of the writings of modern conservatives, neo-conservatives, liberals, and libertarians and discussion of major political conflicts. Analysis of such policy questions as the role of the Federal government in the economy, poverty and social welfare, personal liberty, property rights, capital punishment, affirmative action, busing, abortion, school prayer. Assessment of the impact of interest groups, the president and other political leaders, the media, and Supreme Court justices on constitutional rights and public policies.

Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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**POL1 320S Seminar. Inequality and the Law**  
*Burke*

Analysis of statutory and constitutional law regarding inequalities based on gender, race, class, sexual orientation and disability, and the effect of this law on society. Do anti-discrimination laws reduce social inequality? To what extent have the legal rights won by groups such as African-Americans, women and disabled people been translated into social practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as the 1964 Civil Rights Act and the Americans with Disabilities Act, and recent Supreme Court decisions. Examination of the role of law and lit-

igation in public policies regarding affirmative action, school desegregation, employment discrimination, housing, and welfare.

Prerequisite: 215, 311, or another unit in American legal studies and by permission of the instructor.

Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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**POL1 333S Seminar. Ethics and Politics**

*Just*

**NOT OFFERED IN 2000-01.** An exploration of ethical issues in politics, public policy and the press. Critical questions include deception (is it permissible to lie?), "bedfellows" (does it matter who your friends are?), and means and ends (do some purposes justify deception, violence or torture?) Consideration of moral justifications of policies, such as cost-benefit analysis, risk ratios, and social justice as well as the proper role of journalists in holding public officials to an ethical standard.

Prerequisite: One Grade II unit in American politics. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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**POL1 335S Seminar. The First Amendment**

**NOT OFFERED IN 2000-01.** A study of some of the classic legal cases and continuing controversies that have arisen out of the First Amendment to the U.S. Constitution. Examination of contemporary First Amendment issues such as flag-burning, hate speech, pornography, libel, invasion of privacy, school prayer, creationism, and government aid to religious institutions. Comparisons with the legal doctrines of other nations regarding freedom of speech and religion.

Prerequisite: 215, 311, or another unit in American legal studies and permission of the instructor.

Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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**POL1 337S Seminar. The Politics of Minority Groups in the United States**

*Rich*

**NOT OFFERED IN 2000-01.** An examination of office holding, voting patterns, coalition formation, and political activities among various racial, ethnic, and religious minority groups in

the United States, including Black Americans, Mexican-Americans, Native Americans, Puerto Ricans, Jews, Arabs, Asians, Central and South Americans.

Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

## Comparative Politics

### POL2 202 Comparative Politics

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** A comparative study of contemporary politics and political systems and the exploration of various approaches to comparative political analysis. Emphasis on the interactive effects of global forces and domestic politics. Issues to be discussed include: authoritarianism, revolutions, nationalism, social movements, and political culture. Country studies will be used to illuminate themes such as the role of the state in governing the economy; the challenges of democracy; and, the politics of collective identities (attachments such as religion, ethnicity, race, gender, and nationality). Guest lectures and active participation by the entire comparative politics faculty. *Beginning in Fall 2001, for political science majors, this course is strongly recommended for all further work in comparative politics.*

Prerequisite: None

Distribution: Social and Behavioral Science

Semester: N/O. Offered in 2001–02.

Unit: 1.0

### POL2 204 Political Economy of Development and Underdevelopment

*Candland, Joseph*

An analysis of political and economic issues in the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism, nationalism, the Third World in the international system, state-building and political change, rural development, and gender perspectives on underdevelopment.

Prerequisite: One unit in political science; by permission to other qualified students and to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

### POL2 205 The Politics of Europe and the European Union

*Krieger*

A comparative study of contemporary West European states and societies. Primary emphasis on politics in Germany, Britain, and France and the political challenges posed by the European Union and pressure for regional integration. The course will focus on topics such as the rise and decline of the welfare state and class-based politics; the implications of the end of the Cold War and German reunification; tension between national sovereignty and supranational policy goals; immigration and the resurgence of xenophobic movements and the extreme right.

Prerequisite: One unit in political science or European history; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

### POL2 206 Politics of Russia and the Former Soviet Union

**NOT OFFERED IN 2000–01.** This course is an introduction to the political development of the former Soviet Union from 1917 to the present. What kind of political system was communism and why did this grand social experiment go awry? Why has it been so hard to reform? Topics will include: Gorbachev's reforms and the reasons for their failure; the challenges of making the transition to capitalist democracies in the aftermath of the Soviet Union's collapse. Particular attention will be paid to the legacies of the communist regime in shaping prospects for political and economic reform.

Prerequisite: One unit in political science or Russian studies; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

### POL2 207 Politics of Latin America

*Wasserspring*

The course will explore Latin American political systems focusing on the problems and limits of change in Latin America today. An examination of the broad historical, economic and cultural forces that have molded Latin American nations. Evaluation of the complex revolutionary experiences of Mexico and Cuba and the failure of revolution in Chile. Focus on the contemporary



struggles for change in Central America. Contrasting examples drawn from Mexico, Cuba, Chile, Nicaragua and El Salvador.

Prerequisite: One unit in political science; by permission of the instructor to other qualified students.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### POL2 208 Politics of China

*Joseph*

An introduction to the modern political history and contemporary political system of China. Topics include the origins and victory of the Chinese Communist revolution; the rule and legacy of Chairman Mao Zedong; economic reform and political repression in the era of Deng Xiaoping; and the prospects for post-Deng China; government structure, policy-making, and political life in the People's Republic of China. Politics in Tibet, Hong Kong, and Taiwan will also be considered.

Prerequisite: One unit in political science, economics, history, or Asian Studies; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### POL2 209 African Politics

**NOT OFFERED IN 2000–01.** A comparison of the response of different Sub-Saharan African societies and states to the economic, environmental, and security crises of the 1980's. Consideration of the contrasting prescriptions offered by the Organization for African Unity, the United Nations, and the World Bank, along with the perspectives of different domestic interest groups.

Prerequisite: One unit in political science; by permission to other qualified students.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### POL2 211 Politics of South Asia

*Candland*

An introduction to the colonial political histories and contemporary political systems of India, Pakistan, Bangladesh, and Sri Lanka. The course addresses the following issues: the process of decolonization and the struggle for independence; the political challenges of economic development; religious and ethnic conflict; democracy, democratization, and human rights; regional cooperation and conflict.

Prerequisite: One unit in political science; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### POL2 301S Seminar. Transitions to Democracy

**NOT OFFERED IN 2000–01.** An examination of how democracies are created and sustained, with emphasis on the twentieth century. The seminar will use theories of democratization and state-building to help understand the challenges of building democracies in the modern world. Particular attention will be paid to comparing the recent experiences of democratization in Latin America, Asia, Africa, and post-communist Eastern Europe.

Prerequisite: One grade II unit in comparative politics or international relations or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### POL2 302 Globalization and the Nation-State

*Krieger*

An assessment of globalization and the challenges it poses to the governments of nation-states. Topics to be considered include: the global redistribution of production; the dislocation and diffusion of national cultural identities; the role of information technologies such as the internet in global networking; and efforts to extend democratic accountability and rights to international institutions. The course will assess the effects of global forces on national politics, including economic policy and performance, employment and social policy, and immigration and refugee policy. Examples will be drawn from Europe, the United States, and the Third World.

Prerequisite: One Grade II unit in comparative politics or international relations or by permission of the instructor

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### POL2 303 The Political Economy of the Welfare State in Europe and America

*Krieger*

**NOT OFFERED IN 2000–01.** A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the interwar years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political opposition. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and the

implications of welfare policy for class, race, and gender in contemporary society. This course may qualify as a comparative politics or an American politics unit, depending on the choice of a student's research paper topic.

Prerequisite: One Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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### **POL2 304 State and Society in East Asia**

*Moon*

An examination of the relationship between governments and social forces in Northeast and Southeast Asia. Countries to be considered include Japan, Korea, Taiwan, Singapore, the Philippines, Malaysia, Thailand, and Indonesia. The course takes a thematic approach to analyzing the political development and changing international role of these countries in the second half of the twentieth century. Among the issues to be considered are: authoritarianism, military rule, democratization, labor movements, gender politics, nationalism, and relations with the West.

Prerequisite: One Grade II unit in comparative politics or permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### **POL2 305S Seminar. The Military in Politics**

*Wasserspring*

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society and the prevalence of military regimes in Third World nations. Case studies include the United States, Brazil, Peru, Nigeria, Ghana, Egypt.

Prerequisite: Open to juniors and seniors by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### **POL2 306 Revolution and War in Vietnam**

*Joseph*

An examination of the origins, development, and consequences of the Vietnamese revolution. Topics to be considered include: the impact of French colonialism on traditional Vietnamese society; the role of World War II in shaping nationalism and communism in Vietnam; the

motives, stages, and strategies of American intervention in Vietnam; leadership, organization, and tactics of the Vietnamese revolutionary movement; the expansion of the conflict to Cambodia and Laos; the anti-war movement in the United States; lessons and legacies of the Vietnam War; and political and economic development in Vietnam since the end of the war in 1975. This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.

Prerequisite: One grade II unit in comparative politics or international relations or permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### **POL2 307S Seminar. Women and Development**

*Wasserspring*

A comparative analysis of the impact of change on gender in the Third World. The status of women in traditional societies, the impact of "development" upon peasant women, female urban migration experiences and the impact of the urban environment on women's lives in the Third World are themes to be considered. Special emphasis will be placed on the role of the state in altering or reinforcing gender stereotypes. Emphasis as well will be on comparing cultural conceptions of gender and the factors which enhance or hinder the transformation of these views. Examples will be drawn from all regions of the Third World.

Prerequisite: Open to juniors or seniors who have taken 204, 206, 207, 208, or 209; or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### **POL2 309 Politics of Ethnic and Religious Conflict**

*Candland*

**NOT OFFERED IN 2000-01.** Investigates the causes of modern conflicts over religious, national, and ethnic identity. Introduces methods for studying nationalism, ethnic groups in conflict, and religious violence. Considers the construction of ethnicity and nation under European imperialism and their re-construction under post-colonial administrations; the political uses of ethnicity, nationalism, and religion; the relationship between gender, class, ethnicity, and nationalism; the economic sources of inter-eth-

nic, inter-national, and inter-religious conflict; and the psychology of group violence. Examines the major theoretical approaches and applies them to cases drawn from Africa, Asia, Europe, and North America.

Prerequisite: One Grade II unit in comparative politics, international relations, or permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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**POL2 310S Seminar. Politics of Community Development**  
*Candland*

Focuses on strategies for poverty alleviation, employment generation, promotion of social opportunity, and empowerment throughout the world. Examines the activities of non-governmental organizations and their often contentious relations with funders, government agencies, and each other. Considers women's leadership in social change, local control of resources, faith-based activism, and collaboration between activists and researchers. Specific programs examined include the Assembly of the Poor (Thailand), Campfire (Zimbabwe), the Grameen Bank (Bangladesh), the Highlander Center (USA), Plan Pueblo (Mexico), and the Self-Employed Women's Association (India). Students will work to organize an association to promote opportunities for those interested in community development.

Prerequisite: Open to juniors or seniors who have taken 204, 206, 207, 208, or 209; or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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**POL2 311S Seminar. The Politics of Contemporary Cuba**  
*Wasserspring*

An analysis and assessment of the politics of the Cuban Revolution. Examination of the pre-Revolutionary Cuban society, significant transformationary phases of Cuban policy, the impact of United States and Soviet foreign policy objectives on Cuba, and the contemporary dilemma of maintaining socialist institutions in the post-Cold War era. Special emphasis on political culture and its transformation, the role of political leadership, and the international constraints upon domestic policy formulation. Topics include the government's impact on education, health care and women's lives, the effects of the reintroduction of tourism as a developmental

strategy, and the influence of Cuban-American politics in Miami. In addition to social science sources, we will use Cuban film, art, and literature as vehicles of understanding this complex political experience.

Prerequisite: Any grade II unit in comparative politics or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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**POL2 383 Politics of Migration**  
*Moon*

A comparative study of the politics of mass population movements across state borders, including forced relocation under colonialism, refugees of war, food migration, labor migration, and different forms of legal and illegal immigration, including the international trafficking of persons. Analyzes migration and immigration policies in sending and receiving countries. UN conventions on the movement of persons, and social movements against and on behalf of migrant peoples. Country cases to be examined include Algeria and France, Brazil and Japan, Canada and Hong Kong, China and North Korea, Germany and Turkey, and the Philippines and the United States.

Prerequisite: One 200-level course in comparative politics or international relations or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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**International Relations**

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**POL3 221 World Politics**  
*Moon, Murphy*

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. *Both Political Science 221 and Political Science 222 serve as introductions to the International Relations subfield in the Political Science department and as means of fulfilling the Political Science core requirement of the International Relations major. Students may take one or both courses.*

Prerequisite: One unit in history or political science.  
Distribution: Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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### **POL3 222 Comparative Foreign Policies**

*Miller*

An introduction to international relations from the perspective of national actors and their challenges. Emphasis on foreign policy formulation and implementation in an era of rapidly changing technology. Individual and group research on special topics that vary from year to year. *Both Political Science 221 and Political Science 222 serve as introductions to the International Relations subfield in the Political Science department and as means of fulfilling the Political Science core requirement of the International Relations major. Students may take one or both courses.*

Prerequisite: One unit in history or political science.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### **POL3 224 International Security**

*Paarlberg*

War as a central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfer, arms competition, peacekeeping and arms control.

Prerequisite: One unit in international relations or permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **POL3 321S Seminar. The United States in World Politics**

*Miller*

An analysis of American foreign policy with emphasis on both the processes of policy formulation and implementation as well as the substance of policies pursued. Consideration of domestic and foreign imperatives shaping executive and legislative tensions.

Prerequisite: 221, 222, or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### **POL3 322S Seminar. Gender in World Politics** *Moon*

The course will examine gender constructions in world politics and assess the roles of women as leaders, actors, and objects of foreign policy. Some topics include gender biases in international

relations theories, institutions, and policies; women's relationship to state; feminist analysis of war/peace, political economy, and human rights; coalition-building around issues of gender.

Prerequisite: 221 or permission of the instructor.

Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### **POL3 323 The Politics of Economic Interdependence**

*Paarlberg*

A review of the politics of international economic relations, including trade, money, and multinational investment within the industrial world and also among rich and poor countries. Political explanations will be sought for the differing economic performance of states in Asia, Africa, and Latin America. Global issues discussed will include food, population, energy, and environment.

Prerequisite: One unit in international relations or comparative politics.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### **POL3 327 International Organization**

**NOT OFFERED IN 2000-01.** The politics of global governance. Emphasis on the UN, plus examination of specialized agencies, multilateral conferences and regional or functional economic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes.

Prerequisite: One unit in international relations or comparative politics.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **POL3 328 After the Cold War**

**NOT OFFERED IN 2000-01.** An exploration of contentious issues in world politics since 1989. Stress on transitions and transformations in global, regional, and functional settings.

Prerequisite: 221, 222 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### **POL3 329 International Law (Taught at Babson)**

*Hotchkiss (at Babson)*

An exploration of the meaning of the "rule of law" in a global context. The course focuses on



three themes. First, the classic form of international law, including the concepts of statehood and sovereignty, the relationship of nations to each other, and the growth of international organizations. The second theme is the role and responsibility of individuals in international law, especially in the area of human rights. The third theme is the developing international law of the earth's common areas, specifically the oceans, space, and the environment.

Prerequisite: One unit in international relations or legal studies, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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**POL3 330S Seminar. Negotiation and Bargaining**

**NOT OFFERED IN 2000–01.** An examination of modern diplomacy in bilateral and multilateral settings from the perspectives of both theorists and practitioners. Consideration of the roles of personalities, national styles of statecraft and domestic constraints in contemporary case studies.

Prerequisite: 221, 222 and by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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**POL3 332S Seminar. People, Agriculture, and the Environment**

*Paarlberg*

An examination of linkages between agricultural production, population growth, and environmental degradation, especially in the countries of the developing world. Political explanations will be sought for deforestation, desertification, habitat destruction, species loss, water pollution, flooding, salinization, chemical poisoning, and soil erosion—all of which are products of agriculture. These political explanations will include past and present interactions with rich countries, as well as factors currently internal to poor countries. Attention will be paid to the local, national, and international options currently available to remedy the destruction of rural environments in the developing world. *This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.*

Prerequisite: 204 or 323. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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**POL3 348S Seminar. Problems in North-South Relations**

*Murphy*

An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of trade, aid, investment and military intervention as foreign policy instruments. This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.

Prerequisite: One unit in international relations or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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**POL3 382S Seminar. The Causes and Prevention of War**

**NOT OFFERED IN 2000–01.** This course explores a variety of theoretical approaches to understanding the onset of war. These theories will be applied to several cases of war (e.g. World War I, World War II, the former Yugoslavia) and of non-war (e.g. the Cuban Missile Crisis) in order to explain their occurrence or non-occurrence and to identify policies that could have, or did, prevent the outbreak of war.

Prerequisite: One Grade II unit in international relations and/or permission of the instructor. Enrollment limited; students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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**Political Theory**

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**POL4 201 Issues in Political Theory**

*Candrea*

An introduction to the study of political theory, and specifically to the problems of political action. Exploration of questions about civil disobedience, legitimate authority, ethics and politics, and the challenge of creating a just order in a world characterized by multiple beliefs and identities. Discussion of anarchism, democracy, liberalism, decolonization, violence and revolution, universalism and cultural relativism, and differences of race, class and gender. Authors

include Plato, Machiavelli, Rousseau, Locke, Martin Luther King, Jr., Malcolm X, Fanon, and Gandhi.

Prerequisite: One unit in political science, philosophy, or history, or by permission of the instructor. Not open to students who have taken [POL4 245.]

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

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#### **POL4 240 Classical and Medieval Political Theory**

*Stettner*

Study of selected classical, medieval, and early modern writers, including Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther and Calvin. Emphasis on the logic of each theorist's argument, including such questions as the nature of human sociability, possible—and best—forms of government, and the question why we should obey government and the limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom and equality. Attention is paid to the historical context within which a political theory is written.

Prerequisite: One unit in political science, philosophy, or European history.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

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#### **POL4 241 Modern Political Theory**

*Stettner*

Study of the development of Western political theory from the 17th to 19th centuries. Among the theorists read are Hobbes, Locke, Hume, Rousseau, Burke, Wollstonecraft, Mill, Hegel and Marx. Emphasis on the logic of each theorist's argument, including such questions as the nature of human sociability, possible—and best—forms of government, and the question why we should obey government and the limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom and equality. Attention is paid to the historical context within which a political theory is written.

Prerequisite: One unit in political science, philosophy, or European history.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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#### **POL4 242 Contemporary Political Theory**

*Krieger*

Study of contemporary 20th-century political and social theories, including existentialism, and contemporary variants of Marxist, fascist, neo-conservative, and democratic theories. Attention will be paid to theoretically grounded approach-

es to political inquiry, including functionalism, structuralism, and post-modernist theory.

Prerequisite: One unit in political theory, or social theory, or political philosophy; or by permission of the instructor.

Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

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#### **POL4 340 American Political Thought**

*Stettner*

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis.

Prerequisite: One Grade II unit in political theory, American politics, or American history, or by permission of the instructor.  
Distribution: Historical Studies  
Semester: Spring Unit: 1.0

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#### **POL4 342S Seminar. Marxist Political Theory**

*Krieger*

**NOT OFFERED IN 2000–01.** Study of the fundamental concepts of Marxist theory, including alienation, the materialist conception of history, class formation and class struggle. Particular attention will be paid to Marx's theory of politics. The applicability of Marxist theory to contemporary political developments will be assessed. Study of contemporary Marxist theory will emphasize issues of class, race and gender.

Prerequisite: Enrollment limited; interested students must fill out a seminar application available in the Political Science office.  
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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#### **POL4 343S Seminar: Democracy and Difference**

*Krieger*

An examination of liberal democracy and contemporary theoretical challenges introduced by diversity and difference. Does liberal democracy, with its emphasis on individual rights, separation of powers, representative assemblies, and the principle of a limited state, remain a durable model? How does the consideration of cultural diversity and difference, understood by reference to gender, race, ethnicity, language, religion,

nationality, and sexual orientation, affect our understanding of citizenship, equality, representation, recognition, and community? Study of communitarian thought, multiculturalism, and feminist critiques of democracy.

Prerequisite: One Grade II unit in political theory, or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Spring Unit: 1.0

**POL4 344S Seminar. Feminist Political Theory**  
*Candrea*

An examination of feminist theory beginning with early liberal and socialist feminisms, continuing on to radical, post-structuralist and post-colonialist feminist theories among others. Particular attention to the complexity of theorizing about “what women are and need” in the context of a multicultural society and a post-colonial world. Consideration of feminist perspectives on rights and the law, pornography, racial and sexual differences, methodology and non-Western cultural practices such as veiling. Authors include Wollstonecraft, Engels, Hooks, MacKinnon, Gilligan and Butler.

Prerequisite: One Grade II unit in political theory, philosophy, or women’s studies. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: Fall Unit: 1.0

**POL4 346 Comparative Political Thought: Modern Western and Islamic Theories of Politics**  
*Euben*

**NOT OFFERED IN 2000–01.** An examination of Western and Islamic theories about the nature and dilemmas of modern politics: does modern politics require secularization or a return to the “fundamentals” of tradition, religion and community? Is there such a thing as a distinctive Western or Islamic perspective in a world stamped by colonialism, imperialism and now globalization? Issues include the relationship between religion and politics; cultural relativism and universalism; Islamic fundamentalist and postmodernist reactions to the crises of modern politics. Authors include Machiavelli, Muhammad Abduh, Rousseau, Ayatollah Ruhollah Khomeini, and Foucault.

Prerequisite: One Grade II unit in political theory or philosophy or permission of the instructor.  
Distribution: Religion, Ethics, and Moral Philosophy  
Semester: N/O Unit: 1.0

**Research or Individual Study**

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. This courses are offered at the intermediate (250) and advanced (350) levels and for 1.0 or .5 units of credit.

**POLS 250 Research or Individual Study**

Prerequisite: Open to all students by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**POLS 250H Research or Individual Study**

Prerequisite: Open to all students by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**POLS 350 Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**POLS 350H Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**POLS 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**POLS 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**Related Courses**

*For Credit Toward the Major*

**AFR 204 Third World Urbanization**

**AFR 215 Introduction to African American Politics**

**AFR 221 Public Policy and Afro-American Interests**

**AFR 306 Urban Development and the Underclass**

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AFR 318 Seminar. African Women, Social Transformation, and Empowerment

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AMST 317 Seminar. Advanced Topics in American Studies Topic for 2000-01: The Radical Tradition in America.

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ILAS 201 (Wintersession) Seminar. Women and Development in Mexico

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## Directions for Election

Political Science 100 is strongly recommended for all further work in Political Science, particularly for those who are considering a major in the Department. Majors are also strongly encouraged, but not required, to take QR 199, Introduction to Social Science Data Analysis.

A major in Political Science consists of at least 9 units (8 units for the Class of 1997 and before). Courses at the 100-level may be counted toward the major, but not toward a subfield distribution requirement (see below). In the process of fulfilling their major, students are encouraged to take at least one course or seminar that focuses on the politics of a culture other than their own.

The Department of Political Science divides its courses beyond the introductory level into four subfields: American Politics and Law, Comparative Politics, International Relations, and Political Theory. In order to ensure that Political Science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one Grade II (200-level) or Grade III (300-level) unit in each of the four subfields offered by the Department. Recommended first courses in the four subfields are: in American Politics and Law: 200; in Comparative Politics: 202 (beginning in fall 2001); in International Relations: 221 or 222; in Political Theory: 201, 240, 241.

In addition to the subfield distribution requirement, all majors must do advanced work (Grade III) in at least two of the four subfields; a minimum of one of these Grade III units must be a seminar, which normally requires a major research paper. (Courses fulfilling the seminar requirement are denoted by an "S" after the

course number.) *Admission to department seminars is by permission of the instructor only. Interested students must fill out a seminar application, which is available in the Political Science office prior to preregistration for each term.* Majors should begin applying for seminars during their junior year in order to be certain of fulfilling this requirement. Majors are encouraged to take more than the minimum number of required Grade III courses.

*Ordinarily, a minimum of 5 units for the major must be taken at Wellesley, as must the courses that are used to fulfill at least two of the four subfield distribution and the seminar requirement.* The Department does not grant transfer credit at the Grade III level for either the major or for College distribution or degree requirements.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Students may receive units of College credit if they achieve a grade of 4 or 5 on the American Government and Politics or the Comparative Politics Advanced Placement Examinations. Such AP credits do not count towards the minimum number of courses required for the political science major nor for the American or Comparative subfield distribution requirements for the major. If a student does receive a unit of College credit for the American Politics Exam, she may not take Political Science 200 (American Politics). Students who are uncertain whether to receive a College AP credit in American Politics or to take Political Science 200 should consult with a member of the department who specializes in American politics or law.

Majors who are interested in writing a senior honors thesis are urged to discuss their ideas and plans with either their advisor or the Department chair as early as possible in their junior year. Students considering going to graduate school for a Ph.D. in Political Science should talk with their advisors about appropriate preparation in quantitative methods and foreign languages.



# Psychobiology

AN INTERDEPARTMENTAL MAJOR

See Neuroscience

# Department of Psychology

Professor: *Zimmerman, Furumoto, Schiavo, Koff, Pillemer<sup>a</sup>, Cheek, Akert, Hennessey, Lucas (Chair)*

Associate Professor: *Norem, Wink, Genero*

Visiting Associate Professor: *Carli, Berman*

Assistant Professor: *Keane, Gleason*

Visiting Assistant Professor: *Kulik-Johnson*

Mellon Postdoctoral Fellow in Psychology: *Schiff*

Senior Lecturer: *Brachfeld-Child*

Laboratory Instructor: *Archambault*

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## PSYC 101 Introduction to Psychology

### *Staff*

An introduction to some of the major sub-fields of psychology, such as developmental, personality, abnormal, clinical, physiological, cognitive, cultural, and social psychology. Students will explore various theoretical perspectives and research methods used by psychologists to study the origins and variations in human behavior.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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## PSYC 205 Statistics

### *Genero, Hennessey*

The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. Three periods of combined lecture-laboratory.

Prerequisite: Open to students who have completed a college course in psychology, or have AP credit, and have fulfilled the Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.

Semester: Fall, Spring

Unit: 1.0

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## PSYC 206R Research Methods in Developmental Psychology and the School Experience

### *Hennessey*

An introduction to research methods appropriate to the study of human development in teaching and learning settings: preschool through college. Individual and group projects. Laboratory. Each

section typically limited to 12 students. Observations at the Child Study Center and other classroom locations required.

Prerequisite: 205 and 207 or 248

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.25

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### PSYC 207 Developmental Psychology

*Gleason, Brachfeld-Child*

Behavior and psychological development in infancy, childhood, and adolescence. An examination of theory and research pertaining to personality, social, and cognitive development. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or 101.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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### PSYC 207R Research Methods in Developmental Psychology

*Gleason*

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center required.

Prerequisite: 205 and 207

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.25

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### PSYC 208 Adolescence

**NOT OFFERED IN 2000-01.** Survey of contemporary theories and research in the psychology of adolescents. Topics will include the physical, cognitive, social and personality development of adolescents, as well as concepts of identity formation, biopsychosexual behavior, and social issues. Discussion will include current debates on the nature of adolescence and implications for educational and social policies that apply to teenagers.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or 101.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### PSYC 210 Social Psychology

*Akert*

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception,

social evaluation, and various forms of social interaction.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or 101.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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### PSYC 210R Research Methods in Social Psychology

*Schiavo, Akert*

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and 210, 211 or 245

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.25

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### PSYC 211 Group Psychology

**NOT OFFERED IN 2000-01.** Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or 101.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### PSYC 212 Personality

*Cheek, Norem*

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, humanists and social learning theorists. Introduction to major debates and research findings in contemporary personality psychology.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or 101.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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### PSYC 212R Research Methods in Personality

*Norem*

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and 212

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.25

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### PSYC 214R Research Methods in Cognitive

## Psychology

*Keane*

Introduction to research methods appropriate to the study of human cognition (i.e., how people take in, interpret, organize, remember, and use information in their daily lives). Individual and group projects. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and one of the following, 215, 216, 217, 218, 219, BISC 213

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.25

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### PSYC 215 Memory

NOT OFFERED IN 2000–01. Introduction to the study of human memory. Examines processes underlying encoding, storage, and retrieval of information. Will review theoretical models focusing on distinctions between different forms of memory including short-term and long-term memory, implicit and explicit memory, episodic and semantic memory. Factors contributing to forgetting and distortion of memory will also be discussed.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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### PSYC 216 Psychology of Language

*Lucas*

Introduction to the study of the psychological processes underlying language. An evaluation of theory, methods, and current research in language abilities, including speech perception, word and sentence understanding, and language acquisition in children. Examination of the relationship between language and thought and the evolutionary and biological bases of language behavior.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### PSYC 217 Cognition

*TBA*

Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. An examination of basic issues and research in

cognition focusing on attention, pattern recognition, memory, language and decision-making.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### PSYC 218 Sensation and Perception

*Keane*

A survey of the human senses from stimulus to perception. Topics include basic features in vision: color, form, orientation and size; perception of the third dimension; illusions; attention; limits on perception; and the effects of experience and development. Relevant neurophysiological and clinical examples will be reviewed. Laboratory demonstrations.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### PSYC 219 Physiological Psychology

*Koff*

Introduction to the biological bases of behavior. Topics include structure and function of the nervous system, sensory processing, sleep, reproductive behavior, emotion, language, and mental disorders.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or 101. Not open to students who have taken BISC 213.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### PSYC 220R Research Methods in Applied Psychology

*Carli*

An introduction to research methods appropriate to studying applied topics in psychology. Possible topics include the psychology of organizations, the law or health. Group projects with some individual exercises. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and one other 200-level psychology course.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.25

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### PSYC 221 Narrative Psychology

*Furumoto*

Narrative psychologists study our propensity for transforming experience into stories and for using stories to communicate the meaning of actions and experience to others. Among the topics to be explored in this introduction to the narrative perspective in psychology are: how storytelling develops in children, the role of personal myths in identity formation, and the evaluation of first-person accounts of alien abduction, multiple personalities, and recovered memories of childhood abuse.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or 101.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### PSYC 222R Research Methods in the Study of Individual Lives

*Furumoto*

An introduction to research methods appropriate to the study of individual lives. Individual and group projects. Laboratory. Typically limited to twelve students.

Prerequisite: 205 and one other Grade II unit

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.25

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### PSYC 224 Abnormal Psychology

*Wink*

An examination of major psychological disorders with special emphasis on phenomenology. Behavioral treatment of anxiety based disorders, cognitive treatment of depression, psychoanalytic therapy of personality disorders, and biochemical treatment of schizophrenia will receive special attention. Other models of psychopathology will also be discussed.

Prerequisite: One Grade II unit, excluding 205, or by permission of the instructor. Not open to students who have taken [309].

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring Unit: 1.0

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### PSYC 245 Cultural Psychology

*Genero*

Examines how and why cultural factors affect social and developmental psychological processes. Individual, interpersonal, and contextual factors are considered to expand our understanding of increasingly diverse environments.

Prerequisite: One Grade II unit, excluding 205.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### PSYC 248 Psychology of Teaching, Learning, and Motivation

*Hennessey*

The psychology of preschool, primary, secondary, and college education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include student development in the cognitive, social and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness.

Prerequisite: One Grade II unit, excluding 205.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### PSYC 248R Research Methods in Educational Psychology

*Hennessey*

NOT OFFERED IN 2000–01. An introduction to research methods appropriate to the study of educational psychology. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center and other classroom locations required.

Prerequisite: 205 and 248

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.25

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### PSYC 299 Internship in Psychology

Participation in a structured learning experience in an approved field setting under faculty supervision. Does not count toward the minimum major in Psychology. *Mandatory credit/noncredit, except by permission of instructor.*

Prerequisite: Open by permission to junior and senior majors. Two units above the 100-level that are most appropriate to the field setting as determined by the faculty supervisor (excluding 205).

Distribution: None

Semester: Fall, Spring Unit: 1.0

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### PSYC 302 Health Psychology

*Berman*

An exploration of the role of psychological factors in preventing illness and maintaining good health, in the treatment of illness, and in adjustment to ongoing illness.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0



**PSYC 303 Psychology of Gender**

*Norem*

An examination of different theoretical approaches to the study of sex and gender, the social construction and maintenance of gender and current research on gender differences. Topics will include review of arguments about appropriate methods for studying sex and gender and its “legitimacy” as a research focus, gender roles and gender socialization, potential biological bases of gender differences, and the potential for change in different sex-typical behaviors.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**PSYC 308 Selected Topics in Clinical Psychology**

**NOT OFFERED IN 2000–01.** This course examines theory, research and practice in three schools of psychotherapy: psychodynamic, cognitive-behavioral, and humanistic. Topics to be covered include underlying assumptions of normalcy/pathology, theories of change, methods/techniques, and relationship between therapist and client.

Prerequisite: Open to juniors and seniors who have taken two Grade II units including 224 and excluding 205, or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**PSYC 311 Seminar. Environmental Psychology**

*Schiavo*

Exploration of the interaction between the physical environment and an individual's behavior and feelings. Emphasis on relevant topics such as territoriality, personal space, and crowding. Some attention to children and to environmental issues, such as conservation and psychological consequences of natural disasters. Specific settings, such as urban environments, playgrounds, and homes, are studied. Small groups of students will use observation, interview or questionnaire techniques to pursue small-scale research topics. Individual oral reports.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**PSYC 312 Seminar. Applied Psychology**

**NOT OFFERED IN 2000–01.** Analysis of psychologically-based programs and interventions in applied settings such as organizations, social service agencies, health-care facilities, social support groups, environmental and community change agencies, etc. Consideration of the psychological theories, methods, and research findings which provide the foundation for these programs. Students will participate in relevant settings or activities.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**PSYC 316 Seminar. Psycholinguistics**  
**NOT OFFERED IN 2000–01.**

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including one of the following: 215, 216, 217, 218, 219, or BISC 213, and excluding 205. LANG 114 may be substituted for either Grade II unit.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**PSYC 317 Psychological Development in Adults**

*Schiff*

An exploration of the central changes which affect individuals as they move through adulthood. A primary emphasis of this course will be on the application of developmental theory to the in-depth study of individual lives. Topics include: identity formation; social roles; midlife changes; personality and cognitive changes; death and dying; the influence of culture, cohort, and biology on development. Students will conduct interviews in order to better understand the process of aging and how individuals cope with various life transitions.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor. Not open to students who have taken [209].  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

**PSYC 318 Seminar. Brain and Behavior**

*Koff*

Selected topics in brain-behavior relationships. Emphasis on the psychobiology of emotion. Topics include neuroanatomy and neurochemistry of emotion, lateralization of emotion, facial

expressions of emotion, development of emotion, and disturbances of emotion.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including one of the following: 215, 216, 217, 218, 219, or BISC 213, and excluding 205.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**PSYC 319 Neuropsychology**

*Keane*

An exploration of the neural underpinnings of higher cognitive function based on evidence from individuals with brain damage. Major neuroanatomical systems will be reviewed. Topics include motor and sensory function, attention, memory, language, and hemispheric specialization.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including either 219 or BISC 213, and excluding 205.  
Distribution: Epistemology and Cognition or Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

**PSYC 329 Seminar. Psychology of Adulthood and Aging**

*Wink*

An examination of how people cope with changes in their adult lives. Particular emphasis on aging as an example of life stage. Topics include: personality and cognitive change in later life; development of wisdom and integrity; retirement and bereavement; coping with death; intergenerational transmission of values; social support and coping with change. Models of life stages in adulthood will also be discussed.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

**PSYC 331 Seminar. Psychology of the Self**

**NOT OFFERED IN 2000–01.** An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories, including recent developments in psychoanalytic theory. Topics include: self-awareness, self-esteem, self-presentation, self-actualization, and psychopathology

of the self. Development of the self throughout the life span.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**PSYC 333 Clinical and Educational Assessment**

*Wink*

Current approaches to the psychological appraisal of individual differences in personality, intelligence, and special abilities will be investigated through the use of cases. Tests included in the survey are: MMPI, CPI, WAIS, Rorschach and the TAT. Special emphasis will be placed on test interpretation, report writing, and an understanding of basic psychometric concepts such as validity, reliability, and norms. Useful for students intending to pursue graduate study in clinical, personality, occupational, or school psychology.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**PSYC 335 Seminar. Developmental Psychology**

*Staff*

Topic to be announced.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205 and including 207.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**PSYC 337 Seminar. The Psychology of Creativity**

**NOT OFFERED IN 2000–01.** An explanation of the foundations of modern theory and research on creativity. An examination of methods designed to stimulate creative thought and expression. Topics include: psychodynamic, behavioristic, humanistic and social-psychological theories of creativity; studies of creative environments; personality studies of creative individuals; methods of defining and assessing creativity; and programs designed to increase both verbal and nonverbal creativity.

Prerequisite: Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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### PSYC 340 Organizational Psychology

*Carli*

An examination of key topics such as: social environment of the work place, motivation and morale, change and conflict, quality of worklife, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). Experiential activities, cases, theory and research.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### PSYC 341 Seminar. Psychology of Shyness

*Cheek*

An examination of psychological approaches to understanding shyness and the related self-conscious emotions of embarrassment and shame. Topics include: genetics of shyness, evolutionary perspectives on shyness in animals, adolescent self-consciousness, and individual and group differences in social behavior.

Prerequisite: Open to juniors and seniors who have taken at least one course numbered 207-212 and at least one course numbered 215-219, or by permission of instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### PSYC 342 Seminar. Psychology of Optimism and Pessimism

*Norem*

An examination of the ways in which expectations influence and are influenced by thoughts, feelings, motivation and behavior. There are a variety of psychological constructs that fall under the general rubric of optimism and pessimism, and research has shown that they relate to physical and mental health, achievement, personal relationships, and even longevity. This seminar will explore those relationships, with an emphasis on understanding both the costs and the benefits of personal and cultural optimism and pessimism.

Prerequisite: Open to juniors and seniors with 212 or 210 and one other Grade II course, excluding 205.

Distribution: Social and Behavioral Analysis.

Semester: Fall

Unit: 1.0

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### PSYC 345 Seminar. Selected Topics in Developmental Psychology

*Gleason*

Topic for 2000-01: Early Relationships. An examination of children's relationships from infancy through early childhood and their implications for social and cognitive development.

Emphasis will be on relationships with caregivers, siblings, and peers, early friendships and children's relationships with imaginary companions.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 207.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### PSYC 346: Advanced Topics in Personality

*Cheek*

Topic for 2000-01: Evolution and Temperament. This course will consider a series of issues regarding what evolutionary theory can tell us about the human personality. Topics will include the influence of genetic factors on personality traits and social behavior, the question of whether chimpanzees have personalities, and the relative contributions of culture and biology to the process of personality development. The relationship between sociobiology and personality psychology will be discussed.

Prerequisite: Open to juniors and seniors who have taken two Grade II units including 212 and excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 0.5

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### PSYC 347 Seminar. Culture and Social Identity

*Genero*

Examines the social and developmental aspects of identity with a special focus on ethnicity. The social construction of culture, interpersonal functioning, ethnic group differences, and expectations will be explored as they relate to identity development. The course includes a field research component.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, and including 245, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### PSYC 348 Advanced Topics in Personality and Social Psychology

NOT OFFERED IN 2000-01. An exploration of the interface between personality and social psychology. Areas of research that are best understood by considering both personal dispositions and social situations will be examined. Topics include: conformity, romantic relationships, and social anxiety.

Prerequisite: Open to juniors and seniors who have taken 210 and 212, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### PSYC 349 Seminar. Nonverbal Communication

*Akert*

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Students have the opportunity to conduct original, empirical research. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships).

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 210.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### PSYC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### PSYC 360 Senior Thesis Research

Prerequisite: Completion of a research methods course by the end of the junior year, and by permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### PSYC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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### CGSC 300 Topics in Cognitive Science

## Directions for Election

Majors in psychology must take at least 9.25 units, including 205, one research methods course, three additional Grade II courses (at least one course numbered 207-212 and at least one course numbered 215-219), and two Grade III courses (at least one of which must be numbered 302-349). PSYC 299 does not count as one of the nine courses for the major. At least five of the courses for the major must be taken in the Department.

The Department offers eight research methods courses: 207R, 208R, 210R, 212R, 214R, 220R, 222R, and 248R. In order to be eligible for Senior Thesis Research (PSYC 360), students must complete the research methods course by the end of the junior year.

A minor in psychology consists of five units, including one course at the 300 level. Psychology 299 and 350 do not count as one of the five courses for the minor. At least three of the courses for the minor must be taken in the Department.

Students interested in an interdepartmental major in neuroscience or cognitive and linguistic sciences are referred to the section of the Catalog where these programs are described. They should consult with the directors of the neuroscience or cognitive and linguistic sciences programs.

**Advanced placement credit:** The unit given to students for advanced placement in psychology does not count towards the minimum psychology major or minor at Wellesley. Advanced placement credit for statistics does not exempt students from PSYC 205.



# Quantitative Reasoning Program

Lab Instructor: *Swingle*

The ability to think clearly and critically about quantitative issues is fundamental to effective citizenship in the modern world. Further, mathematical reasoning is important in a wide range of disciplines. The College wants to ensure that mathematics does not serve as a barrier to those students who might otherwise consider courses or careers that require basic quantitative reasoning skills. To this end, Wellesley has established a Quantitative Reasoning Program.

The Quantitative Reasoning Program provides a number of services to the academic community. It oversees the administration of the Quantitative Reasoning Assessment, described below, and staffs the basic skills course, QR 140 Introduction to Quantitative Reasoning. The Program also provides tutorial support to students and instructors of quantitative reasoning overlay courses. Finally, staff from the Quantitative Reasoning Program provide curricular support to faculty interested in modifying existing courses or designing new ones so that these courses will satisfy the overlay component of the quantitative reasoning requirement.

## The Quantitative Reasoning Requirement

The quantitative reasoning requirement must be satisfied by all students. The quantitative reasoning requirement consists of two parts: a basic skills component and an overlay course component. The basic skills component of the requirement is intended to help students gain the math skills they need for courses with a quantitative focus. These skills include arithmetic and basic algebra, reading and preparing graphs, and the ability to draw conclusions about the world based on quantitative information. To help identify those students in need of these skills, all entering students, including Davis Scholars and transfer students, are required to take the Quantitative Reasoning Assessment during Orientation. Students who do not pass the Quantitative Reasoning Assessment will be required to enroll in QR 140, the Quantitative

Reasoning basic skills course. This course focuses on mathematical topics in the context of real-world applications.

The second part of the quantitative reasoning requirement, the overlay course component, is designed to engage students in the analysis and interpretation of data in a scientific or social context and to provide an understanding of the statistics used in everyday life. This part of the quantitative reasoning requirement is satisfied by successfully completing a course designated as appropriate by the Committee on Curriculum and Instruction. This course may also be used to satisfy a distribution requirement.

## Basic Skills Component

### QR 140 Introduction to Quantitative Reasoning

#### *Staff*

This course includes a review of algebra and geometry and explores mathematical modeling and the analysis and interpretation of data. It emphasizes a conceptual understanding of quantitative data and the relevance of mathematics to everyday life. This course is required for those not passing the Quantitative Reasoning Assessment; a student passing this course satisfies the basic skills components of the quantitative reasoning requirement. Students who pass the Quantitative Reasoning Assessment, but who still want to enroll in this course must receive permission of the instructor.

Prerequisite: Permission of the instructor required for students with a score of 9.5 or above on QR Assessment.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## Overlay Course Component

The following courses satisfy the overlay course component of the Quantitative Reasoning Requirement. *In order to register for a course on this list, a student must first satisfy the basic skills component of the Quantitative Reasoning Requirement by passing either the Quantitative Reasoning Assessment or QR 140.*

Note that this list is subject to change. Check individual department listings.

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**QR 199 Introduction to Social Science Data Analysis**

*Kauffman (Economics), Taylor (Economics)*

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students must register for a laboratory section which meets an additional 70 minutes each week. Not open to students who have taken ECON 199/POL 199/SOC 199.*

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement. Does not satisfy the laboratory requirement.

Semester: Fall, Spring

Unit: 1.0

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**ASTR 206wL Basic Astronomical Techniques with Laboratory**

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**BISC 109 Human Biology with Laboratory**

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**BISC 111 Introductory Organismal Biology with Laboratory**

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**BISC 111X Introductory Organismal Biology with Laboratory**

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**BISC 201 Ecology with Laboratory**

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**CHEM 111 Introductory Chemistry II with Laboratory**

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**CHEM 120 Intensive Introductory Chemistry with Laboratory**

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**CHEM 231 Physical Chemistry I with Laboratory**

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**CHEM 232 Physical Chemistry for the Life Sciences with Laboratory**

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**CHEM 361 Analytical Chemistry with Laboratory**

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**GEOL 102 The Dynamic Earth with Laboratory**

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**MATH 101 Reasoning with Data: Elementary Applied Statistics**

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**MATH 220 Probability and Elementary Statistics**

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**MATH 251 Topics in Applied Mathematics (Applicable only when topic is Statistical Quality Control)**

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**PHIL 209 Scientific Reasoning**

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**PHYS 123 Why Things Stay Up (Or Not)**

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**PHYS 202 Modern Physics with Laboratory**

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**PSYC 205 Statistics with Laboratory**

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**QR 199 Introduction to Social Science Data Analysis**

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**SOC 212 Sociology and Demography of the Family**

# Department of Religion

Professor: *Hobbs, Koder, Marini<sup>12</sup>, Geller (Chair), Elkins*

Associate Professor: *Marlow*

Instructor: *Bernat*

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## REL 104 Study of the Hebrew Bible/Old Testament

*Bernat*

Critical introduction to the Hebrew Bible/Old Testament, studying its role in the history and culture of ancient Israel and its relationship to Ancient Near Eastern cultures. Special focus on the fundamental techniques of literary, historical and source criticism in modern scholarship, with emphasis on the Bible's literary structure and compositional evolution.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

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## REL 105 Study of the New Testament

*Hobbs*

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation. The beginnings of the break between the Jesus-movement and Judaism will be specially considered.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall, Spring

Unit: 1.0

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## REL 108 Introduction to Asian Religions

*Marlow*

An introduction to the major religions of India, Tibet, China and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

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## REL 140 Introduction to Jewish Civilization

*Geller*

NOT OFFERED IN 2000-01. OFFERED IN 2001-02. A survey of the history of the Jewish community from its beginnings to the present. Exploration of the elements of change and continuity within the evolving Jewish community as it interacted with the larger Greco-Roman world, Islam, Christianity, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2001-02.

Unit: 1.0

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## REL 160 Introduction to Islamic Civilization

*Marlow*

NOT OFFERED IN 2000-01. OFFERED IN 2001-02. A historical survey of the religion and culture of the Islamic world from the seventh century to the present. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice, and modern intellectual life. Attention to the interaction among Arabs, Iranians and Turks in the formation of Islamic culture, and the diverse forms assumed by that culture in areas to which Islam later spread.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2001-02.

Unit: 1.0

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## REL 200 Theories of Religion

*Marini*

An exploration of theoretical models and methods employed in the study of religions. Particular attention to approaches drawn from anthropology, sociology and psychology. Readings will be drawn from writers of continuing influence in the field: William James and Sigmund Freud, Max Weber and Emile Durkheim, Clifford Geertz and Victor Turner, Rudolf Otto and Mircea Eliade, Rosemary Ruether and Michel Foucault.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**REL 201 Myth and Magic in the Ancient Near East**

**NOT OFFERED IN 2000–01.** Examination of the major mythological, theological, and magical texts from ancient Mesopotamia and Egypt between the third millennium and the first century BCE. Comparison will be made to Biblical texts with similar motifs. Special emphasis on the function of magic within the larger religious context and its importance in daily life. Topics include modern definitions of magic, magic in medicine, demons and protective spirits, magical techniques, the use of amulets, talismans, and figurines, the role of the magician and priest, the evolution of witchcraft, and literary representations of magic.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

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**REL 205 The Book of Genesis**

*Bernat*

The Book of Genesis contains the foundational Biblical narratives: creation of the world, flood, growth of humanity and Israel's ancestral accounts. The work will be approached from a literary and historical-critical point of view, with an eye to relevant Ancient Near Eastern mythology.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

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**REL 206 The Way of Wisdom, Life, Love and Suffering in the Ancient Near East**

**NOT OFFERED IN 2000–01.** A study of the wisdom books of the Hebrew Bible/Old Testament (Proverbs, Job, Ecclesiastes) in the context of their ancient Near Eastern parallels. Special attention to the roles of women as characters within the text and as authorizers of the wisdom tradition's teachings. Methodological approaches will include folklore studies, comparative literature, and feminist Biblical hermeneutics.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

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**REL 210 The Gospels**

*Hobbs*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** A historical and literary study of each of the four Gospels in the New Testament, and of

one of those not in the New Testament, the Gospel of Thomas, as distinctive and diverse expressions in narrative form of the proclamation concerning Jesus of Nazareth.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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**REL 211 Jesus of Nazareth**

*Hobbs*

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo, Grünewald, J. S. Bach, Beethoven, and Rouault, as well as a film by Pasolini. The study will conclude with the modern "quest for the historical Jesus."

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

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**REL 212 Paul: The Controversies of an Apostle**

*Hobbs*

**NOT OFFERED IN 2000–01.** Careful analysis of the thought of the Apostle to the Gentiles, and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment. Reconstruction of several versions of Christianity competing with Paul's version.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

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**REL 215 Christian Spirituality**

*Elkins*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** A study of historical and contemporary texts that exemplify varieties of Christian spiritualities. Historical works read include Augustine's *Confessions*, Thomas a Kempis' *The Imitation of Christ*, Teresa of Avila's *Autobiography*, Bunyan's *The Pilgrim's Progress*, and *The Way of the Pilgrim*. Contemporary authors include Martin Luther King, Jr., Thomas Merton, and Kathleen Norris.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2001–02.

Unit: 1.0



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**REL 216 Christian Thought: 100–1600***Elkins*

**NOT OFFERED IN 2000–01. OFFERED IN 2002–03.** Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor: issues in the writings of Christian thinkers—Catholic, Orthodox, and Protestant—from the martyrs to the sixteenth-century reformers. Special attention to the diversity of traditions and religious practices, including the cult of saints, the veneration of icons, and the use of Scripture.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2002–03. Unit: 1.0

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**REL 218 Religion in America***Marini*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadors in New Spain, Anne Hutchinson and the Puritans, Jonathan Edwards and John Wesley, Ralph Waldo Emerson, Isaac Meyer Wise, Mary Baker Eddy, Dorothy Day, Black Elk, and Martin Luther King, Jr.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2001–02. Unit: 1.0

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**REL 220 Religious Themes in American Fiction***Marini*

**NOT OFFERED IN 2000–01.** Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the novels of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Chaim Potok, Rudolfo Anaya, Alice Walker, and Leslie Marmon Silko. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America.

Prerequisite: None

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

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**REL 221 Catholic Studies***Elkins*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, women's issues, dogma, liberation theology, ecumenism, and inter-religious dialogue. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, the U.S. bishops, and recent popes.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2001–02. Unit: 1.0

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**REL 225 Women in Christianity***Elkins*

Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity from its origins until today. Focus on women's writings, both historical and contemporary. Special attention to modern interpreters - feminists, third-world women, and women of color.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Spring Unit: 1.0

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**REL 229 Christianity and the Third World***Marini*

**NOT OFFERED IN 2000–01.** An inquiry into the encounter of Christianity with cultures beyond Europe from the sixteenth century to the present. Critical examination of Christian missions and the emergence of indigenized forms of Christianity in the Third World. Particular attention to contemporary movements including Catholic Liberation base communities and Protestant Pentecostal settlements in Latin America, Afro-Caribbean Vodun and Rastafarianism, the New Churches of SubSaharan Africa, and the Evangelical Churches of Korea.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

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**REL 230 Ethics***Marini*

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including racism, sexism, economic justice, the environment, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2001-02. Unit: 1.0

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**REL 241 Emerging Religions: Judaism and Christianity, 150 B.C.E.-500 C.E.***Geller*

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** Both Christianity and Rabbinic Judaism emerged in Roman Palestine as responses to political, social and theological problems churning at the beginning of the first millennium. This course explores the origins and development of these two religions in their historical and theological contexts by examining archaeological data and selections from Intertestamental Writings, the Dead Sea Scrolls, New Testament and other Early Christian sources, Rabbinic Midrash and Talmud.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2001-02. Unit: 1.0

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**REL 243 Women in the Biblical World***Geller*

The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal and literary sources in reconstructing the status of women in these societies.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall Unit: 1.0

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**REL 244 Jerusalem: The Holy City***Geller*

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** An exploration of the history, archaeology, and architecture of Jerusalem from the Bronze Age to the present. Special attention both to the ways in which Jerusalem's Jewish, Christian, and Muslim communities transformed

Jerusalem in response to their religious and political values and also to the role of the city in the ongoing Mid-East and Israeli-Palestinian peace process.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O. Offered in 2001-02. Unit: 1.0

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**REL 245 The Holocaust and the Nazi State***Geller*

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. Special attention to Nazi racialist ideology, and how it shaped policies which affected such groups as the Jews, the disabled, the Roma and the Sinti, Poles and Russians, Afro-Germans, homosexuals, and women. Consideration also of the impact of Nazism on the German medical and teaching professions.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring Unit: 1.0

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**REL 250 Research or Individual Study**

Prerequisite: Open to first-year students and sophomores.

Distribution: None

Semester: Spring, Fall Unit: 1.0

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**REL 250H Research or Individual Study**

Prerequisite: Open to first-year students and sophomores.

Distribution: None

Semester: Spring, Fall Unit: 0.5

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**REL 251 Religions in India***Marlow*

**NOT OFFERED IN 2000-01. OFFERED 2001-02.** An examination of Indian religions as expressed in sacred texts and arts, religious practices and institutions from 2500 B.C.E. to the present. Concentration on the origins and development of indigenous Indian traditions, such as Brahmanism, Hinduism, and Buddhism, as well as challenges from outside, especially from Islam and the West.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2001-02. Unit: 1.0

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**REL 253 Buddhist Thought and Practice***Kodera*

**NOT OFFERED IN 2000-01.** A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet,

China and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, dialogues with and influence on the West.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

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### REL 254 Chinese Thought and Religion

*Kodera*

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C.E. to the present. Topics include: Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious and literary works.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

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### REL 255 Japanese Religion and Culture

*Kodera*

NOT OFFERED IN 2000–01. Constancy and change in the history of Japanese religious thought and its cultural and literary expression from the prehistoric “age of the gods” to contemporary Japan. An examination of Japanese indebtedness to, and independence from, Korea and China, assimilation and rejection of the West, and preservation of indigenous tradition. Topics include: Shinto, distinctively Japanese interpretations of Buddhism, Neo-Confucianism and their role in modernization and nationalism, Western colonialism; and modern Japanese thought as a crossroad of East and West.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

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### REL 257 Contemplation and Action

*Kodera*

An exploration of the relationship between the two polar aspects of being religious. Materials drawn from across the globe, both culturally and historically. Topics include: self-cultivation and social responsibility; solitude and compassion; human frailty as a basis for courage; anger as an expression of love; non-violence; western adaptations of eastern spirituality; meditation and the environmental crisis. Readings selected from Confucius, Gautama Buddha, Ryokan,

Mahatma Gandhi, Abraham Heschel, Dag Hammarskjöld, Simone Weil, Thomas Merton, Thich Nhat Hanh, Henri Nouwen, Beverly Harrison, Benjamin Hoff, Reuben Habito and others. *Offered in 2000–01 as part of the First-Year Experience two-course sequence.*

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Spring

Unit: 1.0

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### REL 262 The Formation of the Islamic Religious Tradition

*Marlow*

A historical study of the Islamic religious tradition with particular attention to the early centuries in which it reached its classical form. Topics include the life of Muhammad, the Qur'an and Qur'anic interpretation, Prophetic tradition, law, ethics, theology, Shi'ism, and Sufism. Attention to the diversity within the Islamic tradition and to the continuing processes of reinterpretation, into the modern period.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Spring

Unit: 1.0

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### REL 263 Islam in the Modern World

*Marlow*

NOT OFFERED IN 2000–01. OFFERED IN 2001–02. The role of Islam in the development of Turkey, the Arab world, Iran, India and Pakistan in the 19th and 20th centuries. Explores the rise of nationalism, secularism, modernism, “fundamentalism,” and revolution in response to the political, socio-economic, and ideological crises of the colonialist and post-colonialist period. Issues include legal and educational reform, the status of women, dress, economics. Readings from contemporary Muslim religious scholars, intellectuals, and literary figures.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered 2001–02.

Unit: 1.0

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### REL 265 The Qur'an

*Marlow*

An exploration of the Qur'an, the Muslim scripture, and the history of its interpretation from the early Islamic period to the present. Attention to the history of the text, major themes, methods of scholarship, the significance of the Qur'an in Islamic law and theology, traditions of interpretation (including Shi'i

and Sufi understandings), modern and contemporary readings, the role of the Qur'an in worship and meditation, and the development of the arts of recitation and calligraphy.

Prerequisites: None

Distribution: Religion, Ethics or Moral Philosophy

Semester: Fall Unit: 1.0

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**REL 270/ANTH 270 Pilgrimage: The Anthropology of Identity and the Sacred in World Religions**

*Geller, Saenz (Anthropology)*

An exploration of the anthropological, religious, archaeological and architectural dimensions of pilgrimage as both transformative and identity-shaping, and as a sacred journey to specific places with specific ritual requirements. An examination of selected pilgrimages, both ancient and modern, in Judaism, Christianity, Islam and Hinduism at sites in Africa, Asia, Europe, and the Americas. Special attention to the roles of women and the female divine, and to the city of Jerusalem as a place of pilgrimage for Jews, Christians, and Muslims.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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**REL 298 New Testament Greek**

*Hobbs*

Reading and discussion of many characteristic New Testament texts, with attention to aspects of Koiné Greek which differ from the classical Attic dialect.

Prerequisite: One year of Greek; or exemption examination; or by permission of the instructor.

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy

Semester: Spring Unit: 1.0

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**REL 300 Seminar. Issues in the Contemporary Study of Religion**

*Geller*

Topic for 2000–01: The Millennium. An examination of selected problems of research and interpretation in the contemporary study of religion. Close reading and discussion of recent major works dealing with a variety of religious traditions. Special emphasis on student-faculty discourse about the conceptual foundations of critical scholarship in the field. Strongly

recommended for departmental majors and minors.

Prerequisite: Junior and senior religion majors and minors, or by permission of the instructor.

Distribution: Religion, Ethics and Moral Philosophy

Semester: Fall Unit: 1.0

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**REL 303 Seminar. Human Sacrifice in Religion**

NOT OFFERED IN 2000–01. This course will study the meaning of sacrifice in Ancient Mediterranean cultures and how Judaism, Christianity and Islam all transformed the actual act into symbolic rituals and complex theological imageries. The Bible's "Binding of Isaac" story will serve as the core narrative. We shall study the interpretation of this passage as it appears in Second Temple Period Judaism, New Testament and Early Church Fathers, Rabbinic Midrash, and Islamic exegesis.

Prerequisite: Any course in Hebrew Bible or New Testament or one of the following: 140, 160, 241, 262, or permission of the instructor.

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

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**REL 308 Seminar. Paul's Letter to the Romans**  
*Hobbs*

NOT OFFERED IN 2000–01. OFFERED IN 2001–02. An exegetical examination of the "Last Will and Testament" of the Apostle Paul, concentrating especially on his theological construction of the Gospel, on his stance vis-à-vis Judaism and its place in salvation-history, and on the theologies of his opponents as revealed in his letters.

Prerequisite: At least one course in Bible.

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2001–02. Unit: 1.0

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**REL 310 Seminar. Mark, the Earliest Gospel**  
*Hobbs*

An exegetical examination of the Gospel of Mark, with special emphasis on its character as a literary, historical, and theological construct, presenting the proclamation of the Gospel in narrative form. The gospel's relationships to the Jesus tradition, to the Old Testament/Septuagint, and to the christological struggles in the early church will be focal points of the study.

Prerequisite: At least one course in Bible.

Distribution: Religion, Ethics and Moral Philosophy

Semester: Spring Unit: 1.0



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**REL 316 Seminar. The Virgin Mary***Elkins*

The role of the Virgin Mary in historical and contemporary Catholicism. Topics include biblical passages about Mary; her cult in the Middle Ages; and the appearances at Guadalupe, Lourdes, and Fatima. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity."

Prerequisite: One 200-level course in medieval history, women's studies, or religion or by permission of instructor.

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

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**REL 318 Seminar. Religion in Revolutionary America, 1734 to 1792***Marini*

American religious culture from the Great Awakening to the Bill of Rights and its relationship to the Revolution. Doctrinal debates, Protestant revivals and sectarian movements, political theologies of the Revolutionary era, religion's role in the drafting and ratification of the Constitution, separation of church and state, sacred poetry, song, and architecture, and popular religious literature.

Prerequisite: One 200-level course in American religion, history, or politics, or permission of the instructor.

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

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**REL 323 Seminar. Feminist Theologies***Elkins*

**NOT OFFERED IN 2000-01. OFFERED IN 2001-02.** Topics include: feminist reassessments of traditional images of God in Christianity and Judaism; alternative concepts of divinity coming from ecofeminist, lesbian, and Wicca perspectives; the theological contributions of womanist, Latina, and Asian-American thinkers. Authors include: Sallie McFague, Elizabeth Johnson, Judith Plaskow, Carter Heyward, Starhawk, Delores Williams, Ada Maria Isasi-Diaz, and Chung Hyun Kyun.

Prerequisite: One of the following: 216, 221, 225, 226, 243, 316, or permission of the instructor.

Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis

Semester: N/O. Offered in 2001-02.

Unit: 1.0

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**REL 326 Seminar. Liberation Theology***Elkins*

A close reading of recent works by major Latin American and Hispanic liberation theologians. Some attention also to Asian, African, and African-American authors.

Prerequisite: One course in Hebrew Bible, New Testament, Christianity, or permission of the instructor. Not open to students who have taken REL 226.

Distribution: Religion, Ethics and Moral Philosophy

Semester: Spring

Unit: 1.0

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**REL 342 Seminar. Archaeology of the Biblical World***Geller*

**NOT OFFERED IN 2000-01. OFFERED IN 2002-03.** An examination of the ways in which archaeological data contribute to the understanding of the history of ancient Israel, and the Jewish and Christian communities of the Roman Empire.

Prerequisite: One course in Archaeology, Biblical Studies, Classical Civilization, early Christianity, early Judaism, or by permission of the instructor.

Distribution: Historical Studies

Semester: N/O. Offered in 2002-03.

Unit: 1.0

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**REL 350 Research or Individual Study**

Prerequisite: Open to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**REL 350H Research or Individual Study**

Prerequisite: Open to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit 0.5

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**REL 351 Seminar. Religion and Identity in Modern South Asia***Marlow*

An examination of the role of religion in South Asian history, politics and culture from the eighteenth century to the present. Particular attention to the increasing prominence of religion in the self-identification of individuals and groups under British rule and subsequently, and to the historical roots of communal strife, especially among Hindus, Muslims, and Sikhs. Topics include the structures of British imperialism and the nature of Indian society under colonial rule; the emergence of Indian nationalism; the rise of Gandhi; the growth of Hindu-Muslim tensions; the creation of Pakistan; the rise of Hindu

“fundamentalism;” the significance of religion in contemporary Indian, Pakistani, and Bangladeshi politics.

Prerequisite: Religion 108, 251, or one course in South Asian Studies; or by permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

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### REL 353 Seminar. Zen Buddhism

*Kodera*

Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts. *Enrollment limited to fifteen.*

Prerequisite: One course in Asian Religions and by permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

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### REL 355 Seminar. Modern Japanese Thought

*Kodera*

**NOT OFFERED IN 2000–01.** An exploration of how modern Japanese thinkers have preserved Buddhism, Confucianism, Taoism and Shinto, while introducing Western thinkers, such as Kant, Heidegger, Kierkegaard, Dostoyevsky and Marx, and created a synthesis to meet the intellectual and cultural needs of modern Japan. Readings include Nishida Kitaro, *The Logic of Place and a Religious World View*; Watsuji Tetsuro, *Climate and Culture*; Uchimura Kanzo, “No Church Christianity”; Tanabe Hajime, *Philosophy as Metanoia*.

Prerequisite: 255 or equivalent, and permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

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### REL 357 Seminar. Issues in Comparative Religion

*Kodera*

**NOT OFFERED IN 2000–01.** Promises and challenges in the evolving debate over how different truth claims and faith communities might seek tolerance, respect, co-existence and beyond. How to reconcile tradition with innovation, doctrine with practice, contemplation with action, globalism with tribalism. Impediments of monotheism and “revealed scripture.” The role of religion in prejudice and discrimination. The rise of Buddhism in the West and of Christianity in the East. Readings include: Wilfred Cantwell Smith, John Hick, Uchimura Kanzo, Endo

Shusako, Raimundo Panikkar, Thich Nhat Hanh, the Dalai Lama, and Diana Eck.

Prerequisite: At least one course in Religion and permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

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### REL 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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### REL 362 Seminar. Religion and State in Islam

*Marlow*

**NOT OFFERED IN 2000–01. OFFERED IN 2002–03.** The relationship between religious authority and political legitimacy in the Islamic world from the seventh century to the present. Issues in the premodern period include the problem of justice and the emergence of distinct Sunni and Shi’i ideas of religio-political authority. Issues in the modern period include modernist, secularist, and “fundamentalist” conceptions of religion’s role in the nation state.

Prerequisite: 160 or 262, History 286 or equivalent, or by permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O. Offered in 2002–03.

Unit: 1.0

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### REL 365 Seminar. Images of the Other in the European and Islamic Middle Ages

*Marlow*

**NOT OFFERED IN 2000–01.** This team-taught course will include travel narratives by European and Middle Eastern travelers, merchants, sailors; European Crusader poems and Middle Eastern descriptions of real interactions with Crusaders; religious texts, including Christian-Muslim polemic; love poetry in both traditions written to the transgressive cultural Other; maps and accounts of the marvelous; and fictional stories that feature travel and “orientalism.”

Prerequisite: Open to juniors and seniors

Distribution: Historical Studies or Language and Literature

Semester: N/O

Unit 1.0

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### REL 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall Spring

Unit: 1.0

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## Related Courses

*Attention Called*

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AFR 242 New World Afro-Atlantic Religions

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CLCV 104 Classical Mythology

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CLCV 236/336 Greek and Roman Religion

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HEBR 101-102 Elementary Hebrew

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HEBR 201-202 Intermediate Hebrew

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HIST 217 The Making of European Jewry  
1085-1815

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HIST 218 Jews in the Modern World 1815-  
Present

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HIST 219 The Jews of Spain and the Lands of  
Islam

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HIST 326 Seminar. American Jewish History

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HIST 328 Anti-Semitism in Historical  
Perspective

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ME/R 249 Imagining the Afterlife

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## Directions for Election

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the world. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The major consists of a minimum of nine (9) 1.0 unit courses, at least two of which must be at the 300 level. It requires both a concentration in a specific field of study and adequate exposure to the diversity of the world's religions and cultures. To ensure depth, a major must present a concentration of at least four courses in an area of study that she has chosen in consultation with and with the approval of her departmental advisor. This concentration may be defined by, for example, a particular religion, cultural-geographical area, canon, period of time, or theme. To promote breadth, a major must complete a minimum of two courses devoted to religious cultures or traditions that are distinct both from each other and from the area of concentration; again, she must gain the approval of her faculty advisor. All majors are urged to discuss their courses of study with their advisors before the end of the first semester of their junior year.

The minor consists of a minimum of five (5) courses, including at least one seminar and no more than two 100-level courses. Three of the five courses, including a seminar, should be within an area of concentration chosen by the student in consultation with and with the approval of her departmental advisor.

For some students, studies in the original language of religious traditions will be especially valuable. Hebrew and New Testament Greek are available. Religion 298 (New Testament Greek) and more advanced courses in Hebrew can be credited toward both the major and the minor. Latin, Chinese, and Japanese are available elsewhere in the College; majors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs. Only the 200-level year of Hebrew can be credited towards the department major or minor.

# Department of Russian

Associate Professor: *Hodge (Chair)*

Assistant Professor: *Weiner*

Visiting Instructor: *J. Lavine, L. Lavine*

Language Instructor: *Epsteyn*

## RUSS 101 Elementary Russian I

*Weiner*

Introduction to Russian grammar through oral, written and reading exercises; special emphasis on oral expression. *Five periods.*

Prerequisite: None

Distribution: None

Semester: Fall, Wintersession

Unit: 1.25

## RUSS 102 Elementary Russian II

*Weiner*

Further introduction to Russian grammar through oral, written and reading exercises; special emphasis on oral expression; multimedia computer exercises. *Five periods.*

Prerequisite: 101 or equivalent

Distribution: None

Semester: Spring

Unit: 1.25

## RUSS 201 Intermediate Russian I

*J. Lavine*

Conversation, composition, reading, music, comprehensive review of grammar; special emphasis on speaking and writing idiomatic Russian. Students learn and perform a play in Russian in the course of the semester. *Five periods.*

Prerequisite: 102 or equivalent

Distribution: Language and Literature

Semester: Fall

Unit: 1.25

## RUSS 202 Intermediate Russian II

*J. Lavine*

Conversation, composition, reading, music, continuation of grammar review; special emphasis on speaking and writing idiomatic Russian. Students perform in Russian a play of their own composition in the course of the semester. *Five periods.*

Prerequisite: 201 or equivalent

Distribution: Language and Literature

Semester: Fall

Unit: 1.25

## RUSS 250 Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

## RUSS 250H Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

## RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)

*Hodge*

An English-language survey of Russian fiction from the Age of Pushkin (1820s-1830s) to Tolstoy's mature work (1870s) focusing on the role of fiction in Russian history, contemporaneous critical reaction, literary movements in Russia, and echoes of Russian literary masterpieces in the other arts, especially film and music. Major works by Pushkin (*Eugene Onegin*, "The Queen of Spades"), Lermontov (*A Hero of Our Time*), Gogol (*Dead Souls*, "The Overcoat"), Pavlova (*A Double Life*), Turgenev (*Fathers and Sons*), Tolstoy (*Anna Karenina*) and Dostoevsky (*Crime and Punishment*) will be read. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

## RUSS 252 Russian Modernism: Explosion of Matter and Mind (in English)

*Weiner*

This course traces the decay of nineteenth-century realist prose; the ascent of impressionistic, decadent and symbolist writings at the turn of the century; the explosion of experimental prose in the twenties; and the late modernist novels of the thirties. The literary reflection of the monumental changes taking place in Russia—the Revolt of 1905, War Communism, the New Economic Policy, the Stalinist Purges—will be examined throughout the course. Students will read Dostoevsky's *Notes from the Underground*, a selection of Chekhov's short stories, Sologub's *The Petty Demon*, Bely's *Petersburg*, Zamiatin's *We*, a selection of Babel's short stories, Olesha's *Envy*, Gladkov's *Cement*, Platonov's *The Foundation Pit*, Bulgakov's *The Master and Margarita*. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0



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**RUSS 253 Russian Drama (in English)**

**NOT OFFERED IN 2000–01.** A study of Russian theater from the late eighteenth century to the Soviet period. Students will read and analyze the classics of the Russian stage, including works by Fonvizin, Griboedov, Pushkin, Gogol, Ostrovsky, Chekhov, and Maiakovsky. The profoundly influential works on dramatic theory and stage practice by such directors as Nemirovich-Danchenko, Stanislavsky, and Meyerhold will also be examined. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

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**RUSS 254 Decoding the World: Symbolism in Russian Culture (in English)**

**NOT OFFERED IN 2000–01.** Russian folklore, nineteenth-century Russian literature (Gogol, Turgenev, Dostoevsky), twentieth-century Russian literature (Bulgakov, Pilniak, Zamiatin), and Russian film (Eisenstein) will be examined through semiotics (the formal study of sign systems). We will read Umberto Eco's *The Name of the Rose* for comparative purposes, and tackle such topics as etiquette and body symbolism, supernatural imagery, mystery-solving, color and numeric symbolism, and many others. Supplemental critical readings will be selected from the classics of formalism, structuralism and semiotics. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**RUSS 255 Seven Decades of Soviet and Russian Cinema (in English)**

*L. Lavine*

The masterpieces of Russian film from the 1920s to the 1990s will be screened, analyzed, and discussed. Students will explore the famous techniques and themes developed by legendary Russian/Soviet filmmakers, including Eisenstein, Vertov, the Vasiliev brothers, Chukhrai, Askoldov, Tarkovsky, Mikhalkov-Konchalovsky, Abuladze, and Mikhalkov. We will consider the role of this popular art form in its social and political contexts. Guest lecturers will comment on specific issues. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**RUSS 271 Russia's "Golden Age" (in English)**

*Hodge*

**NOT OFFERED IN 2000–01.** An examination of Russia's most celebrated artistic efflorescence, which took place roughly from the 1810s through the 1840s. Students will explore Russian Sentimentalism and Romanticism by scrutinizing the works of Pushkin and his literary benefactors (Derzhavin, Karamzin, Zhukovsky) and heirs (Durova, Baratynsky, Delvig, Gogol, Lermontov) against the backdrop of Russian music (Aliabiev, Glinka, Dargomyzhsky) and art (Kiprensky, Tropinin, Briullov). Reading and discussion of literary texts will be supplemented by frequent presentations of films, music and the graphic arts. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

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**RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English)**

*Hodge*

Is there a "politically correct" set of responses for artists active under a repressive regime? We examine various Russian answers to this question through an intensive analysis of the great ideological novels at the center of Russia's historical social debates from the 1840s through the 1860s. The tension between literary Realism and political exigency will be explored in the fictional and critical works of Herzen, Turgenev, Chernyshevsky, Goncharov, Dobroliubov, Dostoevsky, and Pisarev. Representative works from the non-literary arts will supplement reading and class discussion. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**RUSS 276 Fedor Dostoevsky: The Seer of Spirit (in English)**

*Weiner*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Probably no writer has been so detested and adored, so demonized and deified, as Dostoevsky. This artist was such a visionary that he had to reinvent the novel in order to create a form suitable for his insights into the inner life and his prophecies about the outer. To this day readers are mystified, outraged, enchanted, but never unmoved, by Dostoevsky's fiction, which some have tried to brand as "novel-tragedies,"

“romantic realism,” “polyphonic novels,” and more. This course challenges students to enter the fray and explore the mysteries of Dostoevsky themselves through study of his major writings. *Taught in English. Two periods.*

Prerequisite: None  
Distribution: Language and Literature  
Semester: N/O. Offered in 2001–02. Unit: 1.0

**RUSS 286 Vladimir Nabokov (in English)**

*Weiner*  
An examination of the artistic legacy of the great novelist, critic, lepidopterist and founder of the Wellesley College Russian Department. Nabokov’s works have joined the canon of twentieth-century classics in both Russian and English literature. Students will explore Nabokov’s English-language novels (*Lolita*, *Invitation to a Beheading*, ) and the authorized English translations of his Russian works (*The Defense*, *Despair*, *Invitation to a Beheading*). *Taught in English. Two periods.*

Prerequisite: None  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**RUSS 301 Advanced Russian**

*L. Lavine, Epsteyn*  
Students will learn to distinguish and master the many styles of written and spoken Russian: biblical, folkloric, nineteenth-century literary prose, bureaucratese, scholarly prose, legalese, epistolary, and journalistic. The course includes a study of the subtleties of syntax and vocabulary in literary and other genres through extensive analytic reading of stories, folk tales, folk songs, newspaper articles, letters, and official documents. Students practice analyzing and imitating the various styles of written Russian. *Classes are conducted in Russian and oral proficiency is stressed. Three periods.*

Prerequisite: 202 or the equivalent  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**RUSS 302 Advanced Russian**

*L. Lavine, Epsteyn*  
A continuation of the stylistic analysis begun in 301, with more attention paid to twentieth-century writing. Students will read experimental literary prose as well as important official documents such as the constitutions of the USSR and Russian Federation. Classes are conducted in Russian, and oral proficiency is stressed. *Three periods.*

Prerequisite: 301 or the equivalent  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

**RUSS 303 Advanced Conversation and Composition I**

*L. Lavine, Epsteyn*  
Students will read prose and poetry from a wide variety of sources and periods. Oral proficiency, reading comprehension, and writing will be stressed as students hone the advanced skills learned in 302. Classes are conducted in Russian. *Three periods.*

Prerequisite: 302 or the equivalent  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**RUSS 304 Advanced Conversation and Composition II**

*L. Lavine, Epsteyn*  
A continuation of Russian 303. The most advanced concepts in Russian grammar will be explored through student readings, performances, recitations and essays. Oral proficiency, reading comprehension, and writing will be stressed. Classes are conducted in Russian. *Three periods.*

Prerequisite: 303 or the equivalent  
Distribution: Language and Literature  
Semester: Spring Unit: 1.0

**RUSS 350 Research or Individual Study**

Prerequisite: Open by permission to qualified students.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**RUSS 350H Research or Individual Study**

Prerequisite: Open by permission to qualified students.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**RUSS 353 Special Topics in Russian Drama (in Russian)**

NOT OFFERED IN 2000–01. A Russian-language course designed to supplement 253 above, though 353 may be taken independently. Students will read, discuss, and perform, in Russian, scenes from important nineteenth- and twentieth-century plays. *One period.*  
Prerequisite: Prerequisite or corequisite: 301 or 302  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 0.5

**RUSS 354 Special Topics in Russian Cultural Semiotics (in Russian)**

NOT OFFERED IN 2000–01. A Russian-language course designed to supplement 254 above, though 354 may be taken independently. Students will read and discuss, in Russian,

excerpts from literary, folkloric, cinematic and critical sources. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302  
Distribution: Language and Literature  
Semester: N/O Unit: 0.5

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**RUSS 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**RUSS 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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**RUSS 371 Poetry of Russia's "Golden Age" (in Russian)**

*Hodge*

**NOT OFFERED IN 2000–01.** A Russian-language course designed to supplement 271 above, though 371 may be taken independently. Students will read and discuss, in Russian, lyric and narrative poetry from the 1810s to the 1840s. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 0.5

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**RUSS 372 Russian Poetry of the Mid-Nineteenth Century (in Russian)**

*Hodge*

A Russian-language course designed to supplement 272 above, though 372 may be taken independently. Students will read and discuss, in Russian, lyric and narrative poetry from the 1840s to the 1860s. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302  
Distribution: Language and Literature  
Semester: Spring Unit: 0.5

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**RUSS 376 Fedor Dostoevsky's Short Stories (in Russian)**

*Weiner*

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** A Russian-language course designed to supplement 276 above, though 376 may be taken independently. Students will read and discuss, in Russian, major short works by Dostoevsky. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302  
Distribution: Language and Literature  
Semester: N/O. Offered in 2001–02. Unit: 0.5

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**RUSS 386 Vladimir Nabokov's Short Stories (in Russian)**

*Weiner*

A Russian-language course designed to supplement 286 above, though 386 may be taken independently. Students will read and discuss, in Russian, major short works by Nabokov. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302  
Distribution: Language and Literature  
Semester: Fall Unit: 0.5

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**Related Courses**

*For Credit Toward the Major*

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**EXP 212 Lake Baikal: The Soul of Siberia**

**Directions for Election**

Students majoring in Russian should consult the Chair of the department early in their college career. For information on all facets of the Russian Department, please visit [www.wellesley.edu/Russian/rusdept.html](http://www.wellesley.edu/Russian/rusdept.html).

101, 102, 201 and 202 sequence meet for five seventy-minute sessions each week and earn 1.25 units of credit. Students who cannot take 101 during the fall semester are strongly encouraged to take 101 during Wintersession; those interested in doing so should consult the Chair early in the fall term.

Advanced courses on Russian literature and culture are given in English translation at the 200-level above 252; corresponding 300-level courses offer supplemental reading and discussion in Russian. Please refer to the descriptions for 353, 354, 371, 372, 376, and 386 above.

**The Major in Russian Language and Literature**

A student majoring in Russian must take at least eight (8) units in the department above RUSS 102, including:

- 1.) language courses through 302;
- 2.) either 251 or 252 (students are strongly encouraged to take both);
- 3.) two 200-level courses above 252; and
- 4.) two units of 300-level coursework above 302 other than 350, 360 and 370.

RUSS 101 and 102 are counted toward the degree but not toward the major.

Thus, a student who begins with no knowledge of Russian would typically complete the following courses to major in Russian: 101 and 102, 201 and 202, 301 and 302; 251 or 252; two

200-level literature courses above 252; and two units from either 300-level literature courses or 303-304 or both.

#### **The Minor in Russian Language**

A student minoring in Russian must take at least five (5) units in the department above Russian 102, at least one of which must be at the 300-level.

#### **Honors, Study Abroad, Careers**

Students may graduate with Honors in Russian either by writing a thesis or by taking comprehensive examinations. Students who wish to attempt either Honors exercise should consult the Chair early in the second semester of their junior year.

Majors are encouraged to enroll in summer language programs to accelerate their progress in the language. Credit toward the major is normally given for approved summer or academic-year study at selected institutions in the U.S. and Russia. Major credit is also given for approved Junior Year Abroad programs.

Following the demise of the Soviet regime, opportunities for employment either in or concerning Russia have become more numerous than ever before. The Russian Department actively maintains an extensive network of past majors working in Russia-related careers (academia, diplomacy, international law, international business, government, etc.) who can advise and assist current majors.

#### **Advanced Placement and Language Requirement**

A student entering Wellesley must have an Advanced Placement score of 4 or 5 to satisfy the foreign language requirement.

Students interested in an interdepartmental major in Russian Area Studies are referred to the following and should visit the Russian Area Studies web pages at [www.wellesley.edu/Russian/RAS/rashome.html](http://www.wellesley.edu/Russian/RAS/rashome.html). Attention is called to Russian Area Studies courses in History, Economics, Political Science, Anthropology, and Sociology.

## **Russian Area Studies**

### **AN INTERDEPARTMENTAL MAJOR**

Directors: *Hodge (Russian), Weiner (Russian)*

Russian Area Studies majors are invited to explore Russia and the lands and peoples of the former Soviet Union through an interdisciplinary study program.

A major in Russian Area Studies consists of a minimum of eight (8) units. Majors are normally required to take 4 units of the Russian language above the Grade I level, including Russian 301-302. In addition to those 4 units of the Russian language above the Grade I level, a major's program should consist of at least 4 units drawn from Russian literature, history, political science, anthropology, economics and sociology. Majors are required to take at least two Grade III level courses, at least one of which should be outside of the Russian Department. At least three of a major's units should be outside of the Russian Department. Prospective majors are strongly encouraged to take Russian Civilization (HIST 105) as a basic introduction to Russian Area Studies.

Majors are encouraged to take advantage of various programs of study in the former Soviet Union, including the opportunity to spend a year on exchange at a university in Russia or one of the other former Soviet republics. Majors who are contemplating postgraduate academic or professional careers in Russian Area Studies are encouraged to consult with faculty advisors, who will assist them in planning an appropriate sequence of courses. For more information on the Russian Area Studies program, students may consult the Wellesley College Russian Area Studies Web pages: [www.wellesley.edu/Russian/RAS/rashome.html](http://www.wellesley.edu/Russian/RAS/rashome.html).

The following courses are available for majors in Russian Area Studies:

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#### **RAST 350 Research or Individual Study**

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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#### **RAST 360 Senior Thesis Research**

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0



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**RAST 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**Related Courses**

*For Credit Toward the Major*

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**ANTH 247 Societies and Cultures of Eurasia**

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**ECON 240 Analysis of Foreign Economies**

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**ECON 301 Comparative Economic Systems**

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**EXP 212 Lake Baikal: The Soul of Siberia**

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**HIST 105 Russian Civilization**

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**HIST 246 Medieval and Imperial Russia**

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**HIST 247 Russia under the Romanovs**

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**HIST 248 The Soviet Union: A Tragic Colossus**

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**HIST 301 Seminar. Women of Russia: A Portrait Gallery**

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**HIST 356 Seminar. Russian History**

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**POL2 206 Politics of Russia and the Former Soviet Union**

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**POL2 301 Seminar. Transitions to Democracy**

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**RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)**

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**RUSS 252 Russian Modernism: Explosion of Matter and Mind (in English)**

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**RUSS 253 Russian Drama (in English)**

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**RUSS 254 Decoding the World: Symbolism in Russian Culture (in English)**

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**RUSS 255 Seven Decades of Soviet and Russian Cinema (in English)**

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**RUSS 271 Russia's "Golden Age" (in English)**

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**RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English)**

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**RUSS 276 Fedor Dostoevsky: The Seer of Spirit (in English)**

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**RUSS 286 Vladimir Nabokov (in English)**

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**RUSS 303 Advanced Conversation and Composition I**

---

**RUSS 304 Advanced Conversation and Composition II**

---

**RUSS 353 Special Topics in Russian Drama (in Russian)**

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**RUSS 354 Special Topics in Russian Cultural Semiotics (in Russian)**

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**RUSS 371 Poetry of Russia's "Golden Age" (in Russian)**

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**RUSS 372 Politically Correct: Russian Poetry of the Mid-Nineteenth Century (in Russian)**

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**RUSS 376 Fedor Dostoevsky's Short Stories (In Russian)**

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**RUSS 386 Vladimir Nabokov's Short Stories (in Russian)**

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**SOC 290/ARTH 290 Propaganda and Persuasion in the Twentieth Century**

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In addition to the courses listed above, students are encouraged to incorporate into their Russian Area Studies programs the rich offerings from MIT and Brandeis.

# Department of Sociology

Professor: *Cuba, Imber, Silbey (Chair), Rollins, Walsh*

Associate Professor: *Cushman*

Assistant Professor: *Levitt*

Visiting Assistant Professor: *Silver*

Visiting Instructor: *McCormack, Swingle*

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## SOC 102 Sociological Perspective: An Introduction to Sociology

*Silver*

Sociology is the study of group life. Thinking sociologically enables us to make observations and insights about the social world that are otherwise difficult to grasp since we are usually disposed to offer individualistic explanations for social behavior. In this course, you will become familiar with some of the major substantive topics that sociologists study, as a way of developing your capacity to critically understand how the world around you operates. We will analyze the convergence of sociological themes as they emerge in some of the most exciting contemporary research focusing especially on the study of social problems, social inequality, and popular culture.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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## SOC 103 Social Problems of Youth: An Introduction to Sociology

*Imber*

Perspectives on the creation of and response to the problems of young people. The problem of generations and relations between young and old. Perceptions of personal freedom and social responsibility with respect to public issues that directly affect youth including alcohol, tobacco, drugs, gambling, guns, and sexuality.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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## SOC 109 Race and Ethnicity: An Introduction to Sociology

*Levitt*

This course is an introduction to sociology with special attention to issues of race and ethnicity. It provides an overview of the key concepts, theoretical frameworks, and methods in the field and

then uses them to explore major questions in the sociological study of race and ethnicity. One major goal of this course is to heighten students' awareness of the social patterns, institutions, and structures that are an integral, unquestioned part of everyday life and to provide students with tools to analyze and critique them. From an historical perspective, we will also examine the ways in which groups in multiethnic societies around the globe come together and interact over time.

Prerequisite: None. Not open to students who have taken [210].

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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## SOC 138/WRIT 125 The Social Construction of Conformity and Deviance: An Introduction to Sociology

*Silbey, McCormack*

Why are some behaviors, differences, and people stigmatized and considered "deviant" while others are not? Why do some people appear to conform to social expectations and rules while others are treated as different and deviant? This course examines theoretical perspectives on deviance which offer several answers to these questions. It focuses on the creation of deviant categories and persons as an interactive process: how behaviors are labelled, how people enter deviant roles and worlds, how others respond to deviance, and how deviants cope with these responses. It describes conformity and deviance as inescapably linked; to understand deviance, we must discover the forms and conditions of conformity. *This course satisfies the Writing 125 requirement.*

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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## QR 199 Introduction to Social Science Data Analysis

*Gulatti (Political Science), Kauffman (Economics)*

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context.

*Students must register for a laboratory section which meets an additional 70 minutes each week. Not open to students who have taken [ECON 199/POL 199/SOC 199].*

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140. Required of all Sociology majors.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.0

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### SOC 200 Classical Sociological Theory

*Imber*

Origins of modern sociology, beginning with nineteenth-century founders, Comte, Spencer, and Marx. Examination of specific sociological ideas and theories, considering such questions as: How is society possible? What are the non-contractual aspects of contract? Who commands authority and how does it change? Exploration of the canon of classical sociological theory with special emphasis on the place of women and African-Americans in the history of that canon.

Prerequisite: One Grade I unit. Required of all majors.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### SOC 201 Contemporary Social Theory

*Cushman*

An overview of important twentieth century social and cultural theories. Special emphasis on critical theories of modernity and postmodernity and on application of theories to empirical case studies.

Prerequisite: 200. Required of all majors.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### SOC 203/AFR 203 Introduction to African-American Sociology

*Rollins*

This course is an introduction to the African-American intellectual traditions within the discipline of sociology. Beginning with an examination of the contributions of the founders of these traditions (DuBois, Johnson, Frazier, Cox et al.), the course then focuses on some of the main contemporary discussions: the Black family, Afrocentric sociology, the class versus race debate, and feminist sociology. Throughout the semester, African-American sociology will be discussed within the contexts of traditional Eurocentric sociology and the particular political-economic structure in which it exists. *Students may register for either SOC 203 or AFR*

*203. Credit will be given in the department in which the student is registered.*

Prerequisite: 102 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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### SOC 206/AFR 208 Women in the Civil Rights Movement

*Rollins*

An examination of the role of women in the classical Civil Rights Movement. Particular attention will be paid to the interplay between the social factors of the women (e.g., their class, religiosity, race, regional background, age) and their perspectives/behavior within the Movement. Essentially, women's impact on the Civil Rights Movement and the effects of the Movement on the women involved are the foci of this course. *Students may register for either SOC 206 or AFR 208. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to all students except those who have taken African Studies [311].

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### SOC 207 Criminology

**NOT OFFERED IN 2000-01.** Systematic examination of the meaning of crime and reactions to crime. Topics include: theories regarding the causes of crime, nature and origins of criminal laws, extent and distribution of criminal behavior, societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationships among crime, punishment and justice.

Prerequisite: One Grade I unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### SOC 209 Social Inequality

*Silver*

This course explores inequality in American society based on race, class, and gender. We will analyze how these social characteristics intersect to produce measurable inequities of status and power. The course attempts to explain the persistence of inequalities over time. How, for instance, do the beliefs and values of those in power serve to justify their status and prestige? How do subordinate groups come to accept their inferiority? Given the likelihood that social hierarchies tend to remain relatively unchanged over time, why do we continue to believe so deeply in

the “American Dream,” the idea that anybody in American society can achieve upward mobility?

Prerequisite: One Grade I unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### **SOC 211 Society and Culture in Latin America**

*Levitt*

This course offers a broad overview of Latin American cultures and societies and of the Latino experience in the US. It focuses on the history of Latin America and the Caribbean; its political, religious, social, and cultural institutions; and on how social life in the region varies by race, class and gender. It also explores the social and economic incorporation of Latinos in the US. A third area of concern is regional integration and the ways in which economic and political life in North and South America mutually influence one another.

Prerequisite: One Grade I unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### **SOC 212 Sociology and Demography of the Family**

*Swingle*

Drawing on multiple sources including films, novels, and social science research, this course examines (1) the forces that shape the American family, (2) the variety of current family arrangements in the U.S., (3) familial roles and the patterns of relationships among family members, (4) the links between the family and other institutions such as school and work, and (5) the social and psychological impact of actual family life and the idea of family on women, men, and children. Beginning with a history of changes in the American family over the last 50 years, we will explore racial, ethnic and class variation in the family, alternatives to the nuclear family (e.g., singlehood, gay marriages), premarital relationships, spouse choice, power and equity issues among family members, and the experience of children growing up in various forms of families. With respect to children, we will also try to make sense of the vast research on the effects of divorce and family disruption on their psychosocial adjustment and future well-being. The final section of the course will be spent dealing with social policies affecting the family. These include policies about parental leave, teenage pregnancy, support for single mothers, child support, adoption, family violence, and gay marriage. Because much contemporary research on the family

involves quantitative data, this course will also introduce basic techniques for analyzing quantitative data. We will devote a portion of the course to the use and interpretation of these quantitative techniques—seeking to become competent consumers of quantitative data rather than expert analysts. This will be relatively easy for students who have completed a high school algebra course.

Prerequisite: Fulfillment of Quantitative Reasoning basic skills requirement or QR 140.

Distribution: Social and Behavioral Analysis.

Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring Unit: 1.0

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### **SOC 214 Birth, Death, and Migration: Population Dynamics**

**NOT OFFERED IN 2000–01.** An introduction to the sociological study of population variation and change in human societies. The course covers both the historical and contemporary patterns of demographic change in developed and developing countries. Class discussions focus on the relationship between the principal components of populations—births, deaths, and migration—and social, economic, political, and geographic factors. Specific attention is given to the interactions among populations and technology, the environment, family structure, gender roles, and social inequality.

Prerequisite: One Grade I unit or by permission of the instructor. Not open to students who have previously taken [110].

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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### **SOC 215 Sociology of Popular Culture**

**NOT OFFERED IN 2000–01.** An examination of the expression, production, and consequences of various forms of popular culture in comparative-historical and contemporary social contexts. Analysis of the relation between social class and popular culture in history, the production, meaning, and consumption of popular culture in contemporary societies, and the global diffusion of American popular culture in the modern world-system.

Prerequisite: One Grade I unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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### **SOC 216 Sociology of Mass Media and Communications**

*Cushman*

An analysis of the interplay between social forces, media, and communication processes in



contemporary society. The course focuses on the significance of historical changes from oral to written communication, the development and structure of modern forms of mass media such as radio, television, and film; the political economy of the mass media, the rise of advertising and development of consumer culture, the role of the mass media in the formation of cultural representations of other societies and cultures, the role of the media in the process of identity formation, and the role of the media in the democratic process. Discussions also address the rise and social implications of the Internet. Students will be expected to use computer technologies to analyze mass media.

Prerequisite: One Grade I unit or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

**SOC 217 Power: Personal, Social, and Institutional Dimensions**

**NOT OFFERED IN 2000–01.** The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the “will of the people.” This course explores some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships and types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, professions, corporations, cooperatives, communities, nations and the global economy.

Prerequisite: One Grade I unit or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**SOC 221 Globalization**

*Levitt*

McDonalds, Starbucks, and the Gap are now common features on the street corners of Europe, South America, and Asia. Arnold Schwarzenegger enjoys unprecedented popularity in the Far East while Americans are fascinated by karaoke and Indian films. Does this globalization of production and consumption mean that people all over the globe are becoming the same? In this course, we will explore the globalization of social organization. We will examine the different ways in which economic, political, and cultural institutions are organized in the

increasingly interdependent world in which we live, compare them to those in the past, and explore their consequences.

Prerequisite: One Grade I unit or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

**SOC 222 The Rich**

*Imber*

Who are the rich? Are the rich different? What does it mean to be rich? Multi-media examination of ideas about wealth, with specific reference to the United States, from a variety of perspectives. Origin and development of social-scientific perspectives on (and criticisms of) wealth, from Marx and Veblen to Hayek and Novak. Inherited wealth and the responsibilities attending to it. Role of wealth in the American imagination of upward mobility and general prosperity.

Prerequisite: One Grade I unit or by permission of instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**SOC 235 Business and Social Responsibility**

*Silver*

How do businesses act in what is understood to be a socially responsible manner while being accountable to a profit-making bottom line? After defining the scope of corporate social responsibility, we will address two core questions: Why do businesses often engage in deceptive activity and assume significant risks to human safety as a matter of routine practice? How do businesses foster the image that they are socially responsible and that they care about the well being of their various stakeholders? The course will conclude with a look at some of the challenges and dilemmas that students may face in pursuing socially responsible careers.

Prerequisite: One Grade I unit or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**SOC 238 Crime and Punishment**

**NOT OFFERED IN 2000–01.** As far as we know, there has never been a society without crime although almost every society responds to crime somewhat differently. This course explores some of the major questions that arise in studies of crime and punishment. We will begin by investigating some of the major explanations for why people engage in criminal acts. We will also examine empirical research on how crime is

defined and created through law. In the second part of the course we will pay special attention to the official reaction of the state to those who break the law. More specifically, we will focus on ways in which different forms of punishment are shaped by their social and historical contexts.

Prerequisite: Not open to first-year students.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**SOC 246 Immigration**  
*Levitt*

This course takes a comparative, historical look at the immigrant experience. We explore theories of migration and differences between voluntary and involuntary population movements. We examine immigrants' political, economic, religious and social integration into their host countries and their continued ties to their homelands over time. The experiences of second generation immigrants will also be covered. This course is designed around a series of fieldwork exercises to be carried out in Framingham, Massachusetts. Students will be asked to complete at least three small projects, involving data collection and analysis, on the history of immigration to the city and immigrants' social and economic incorporation.

Prerequisite: None  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**SOC 250 Research or Individual Study**

Prerequisite: By permission of instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**SOC 250H Research or Individual Study**

Prerequisite: By permission of instructor.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**SOC 290/ARTH 290 Propaganda and Persuasion in the Twentieth Century**

NOT OFFERED IN 2000-01. A comparative historical analysis of propaganda and strategies of persuasion in twentieth-century national and social movements, and in social institutions. Cases to be examined include the United States during World War I, Nazi Germany, the Soviet Union, Cold War propaganda, the former Yugoslavia, museums, mass media institutions and advertising, the anti-gun control lobby. Students will use computer technologies to prepare analyses of visual and textual media.

Enrollment limited to 25 students. *Students may register for SOC 290 or ARTH 290. Credit will be given in the department in which the student is registered.*

Prerequisite: None. Preference given to juniors and seniors. Students who have previously taken EXT D [299] may not enroll in this course.  
Distribution: Arts, Music, Theatre, Film, Video or Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**SOC 300 Methods of Social Research I**  
*Silbey*

This is the first of a two course sequence. Using classic examples of social research as models, this course provides an overview of several research methods used in sociology (but also in other social sciences, and policy analysis). Students will explore and practice ways of collecting and analyzing qualitative data including ethnographic fieldwork, participant observation and interviewing. Discussion sessions and field exercises will also explore the logic of empirical social science; ethical issues and politics of social research; issues of research design, causation, and explanation; issues of conceptualization and measurement; differences between structured and unstructured interviewing; and the uses of focus groups. *Students may take the fall semester without enrolling for the spring, although both courses are required for Sociology majors.*

Prerequisite: One unit of Sociology, or another course in social and behavioral analysis (SBA). Students should have completed QR 199 before or during the semester they are enrolled in SOC 300. Required of all Sociology majors.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.25

**SOC 301 Methods of Social Research II**  
*Silbey*

The second semester of this two course sequence focuses on quantitative methods of data collection and analysis. Beginning with modes of data presentation, students will practice with existing data sets to describe and explain social variation in different populations. Building on this extension of basic statistics (QR 199), this course will be devoted primarily to an examination of the logic of survey analysis from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Discussion sessions and exercises will address issues of sampling, validity and reliability; models of causation and elaboration; data coding,

cleaning and analysis. The course will also review multiple methods of research, content analysis, triangulation, and case studies.

Prerequisite: QR 199, SOC 300, or by permission of the instructor. Required of all Sociology majors.

Distribution: Social and Behavioral Analysis.

Semester: Spring Unit: 1.25

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### SOC 305/AFR 305 African-American Feminism

*Rollins*

An exploration of African-American feminist thought from the early 19th century to the present. Through an examination of the non-fiction writings of African-American women from Maria Stewart, Frances Harper, and Anna Julia Cooper to bell hooks, Pat Hill Collins, and Angela Davis, the course will explore African-American feminists' ideas on women's work, family roles, the relationship between feminism and Black nationalism, and the African-American conceptualization of womanhood. *Students may register for either SOC 305 or AFR 305. Credit will be given in the department in which the student is registered.*

Prerequisite: AFR 230 or WOST 120 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### SOC 309 Seminar: Topics in Inequality

*McCormack*

Topic for 2000–01: Gender, Race and Poverty. This seminar will explore the material and symbolic relationships between gender, race and poverty in the contemporary United States. We will examine the following: the feminization of poverty; the everyday lives of the poor; contemporary discourses on poverty, morality, and welfare; racism, gender discrimination and public policy; the stigma of welfare; the effects of welfare reform; and the often contradictory ways in which we imagine and value motherhood, families, and children.

Prerequisite: At least one sociology course or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### SOC 312 Sociology of Childhood

*Williams (Stone Center) and Marshall (Center for Research on Women)*

This seminar provides an opportunity to apply sociological perspectives to the study of childhood and children. 'Childhood' is a social construction: its definition varies over time, across

cultures and social groups, and by social location (for example, by gender, race/ethnicity and social class). The seminar explores the historical and cultural variations in the construction of childhood, including current interpretations of childhood in the United States; the implications for the experiences of children in different settings and with various institutions—including families, schools, public bureaucracies, professional caretakers, paid work, and neighborhood communities; and the varied implications of gender, class and race/ethnic for childhood in the United States.

Prerequisite: One 100-level Sociology course and either another course in Sociology or a course on childhood in another department, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

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### SOC 314 Medical Sociology and Social Epidemiology

*Imber*

Definition, incidence and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminally ill and dying; movements for alternative health care.

Prerequisite: One Grade II unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

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### SOC 316 Migration: A Research Seminar

NOT OFFERED IN 2000–01. This class uses the experience of migration to teach students how to carry out field research. Following a basic theoretical introduction to the subject, each student chooses her own research topic. The course readings will be tailored around students' particular interests. Students will then learn how to develop research questions, identify respondents, conduct interviews, and analyze and present data. We will also learn how to write research papers and to present our work publicly.

Prerequisite: One Grade II unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

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**SOC 317 Whitehead Seminar: Interrogating the Internet: Critical Perspectives on a New Medium**

*Cushman*

This course offers a critical sociological examination of the Internet as a mass medium of communication. We will draw on contemporary social and cultural theories to provide a framework for the analysis of the form and content of the Internet. The principal aim of the course is to provide students with the tools necessary to evaluate and assess the quality and veracity of information on the Internet. In addition, it will address a range of important sociological questions about this new medium: What is the relation of the Internet to other forms of mass communication? What is the impact of the Internet on cognition and ways of seeing? What is the nature of social relationships on the Internet? How is the Internet used and misused in the social production of knowledge? How does the rapid expansion of information on the Internet affect the possibility of making universal truth claims? How is the Internet used as a medium of propaganda and persuasion? Students will work in the social science media lab to develop multimedia projects which critically examine case studies of Internet content.

Prerequisite: Open to all majors who have taken 215 or 216. Open to juniors and seniors only, by application. Enrollment limited to 15 students.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**SOC 325 Seminar: Social Suffering and the Problem of Evil**

*Cushman*

An examination of the contribution of sociology to the understanding of the problem of evil. Focus on defining and studying evil as a social phenomenon; the social construction of evil in comparative-historical perspective; modernity theory and evil; postmodern social theory and evil; personal and institutional indifference to evil. Comparative examination of case studies of genocide, torture, and forms of personal and institutional cruelty in the twentieth century.

Prerequisite: 102, 103, 138, 201, 290, or [EXTD 299]. Open to juniors and seniors only. Application for admission to the seminar is required. Students without the prerequisites in Sociology but with background in religion, philosophy or history are encouraged to apply.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**SOC 329 Internship Seminar on Work and Organizations**

*Silver*

This course offers students the chance to develop a sociological understanding of organizations by working in an internship. Students learn to become ethnographers of their work sites, which means that their semester-long goal is to understand the culture of that organization, and consequently to situate that understanding within a broader context. Students work at their internships approximately 12-15 hours a week, while taking detailed fieldnotes about anything and everything that they observe on the job such as the people, the setting, and the organizational environment and hierarchy. In class, students help each other to bring out common themes from their varied field experiences. We identify and discuss these themes by reading and interpreting sociological research about different kinds of work settings and about the process of doing fieldwork. As the culmination of their hands-on internship experience, students produce an ethnographic paper about their work site that situates this organization within a larger theoretical and empirical framework.

Prerequisite: Limited to juniors and seniors. One Grade II unit or by permission of the instructor.

Admission by application prior to October 25, 2000.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**SOC 333 Seminar: Special Topics in Popular Culture**

**NOT OFFERED IN 2000-01.**

Prerequisite: By permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**SOC 338 Seminar. Topics in Deviance, Law and Social Control**

**NOT OFFERED IN 2000-01.**

Prerequisite: One Grade II unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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**SOC 341/AFR 341 Topics in Africana Social Science**

*Rollins*

Topic for 2000-01. Domestic Service in Cross Cultural Perspective. This course is a sociological examination of the occupation of domestic service in a number of locations in the world, including North America, Latin America, the



Caribbean, Africa and Asia. Patterns that are common to the occupation regardless of location as well as aspects that are regionally distinct will be identified. Throughout the course, the relationship between the institution of domestic service and systems of stratification (class, race, ethnicity and gender) will be explored. *Students may register for either AFR 341 or SOC 341. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

**SOC 349 Professions and Professional Ethics**  
**NOT OFFERED IN 2000–01.** An examination of the social and cultural forces that lead to the creation of professions. What types of work are regarded as professions? What types of ethical obligations pertain to work defined as professional? What does it mean to be a professional? An overview of the rise of modern professional organizations, including law and medicine.

Prerequisite: One Grade II unit or by permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

**SOC 350 Research or Individual Study**  
Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**SOC 350H Research or Individual Study**  
Prerequisite: Open by permission to juniors and seniors.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**SOC 360 Senior Thesis Research**  
*Students must complete all major requirements prior to enrolling. Students are encouraged to take SOC 350, Research or Individual Study, SOC 300 and SOC 301 with an instructor of their choice in preparation for thesis work.*  
Prerequisite: By permission of department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**SOC 370 Senior Thesis**  
Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

## Related Courses

*Attention Called*

**EXTD 103** Introduction to Reproductive Issues

**EXTD 203** Ethical and Social Issues in Genetics

## Directions for Election

Sociology studies human interaction: the organization of social actions and the ways people collectively give meaning to their behavior and lives. The scope of sociology—human social life, groups, and societies—is extremely broad, ranging from the analysis of passing encounters between individuals in the street to the investigation of global change. Sociology examines systematically those patterns of interactions that are regularly and continuously repeated and reproduced across time and space, such as families, formal organizations, mass media or legal systems. This exploration is conducted across many cultures and historical periods describing how social forces (class, gender, race, age, organization and culture) shape experience. Sociology seeks to explain how those patterned variations are humanly created and how the humanly-made world comes to appear as natural and independent of human action. In all sociological investigations, explicit attention is paid to the theoretical development of a shared language and to methods of knowledge production (research and analysis).

A major in Sociology consists of at least nine (9) units. The core of the major consists of five required courses (QR 199, SOC 200, 201, 300, 301) which emphasize basic concepts, theory, and research methods that are the foundation of Sociology, but are also useful in a range of social sciences and professions. Permission to take a required unit elsewhere for the major must be obtained from the department chair in advance. Students must take at least four additional units exploring the range of substantive topics in sociology (for example social problems, immigration, social change and development, race and ethnicity, medicine and epidemiology, science and technology, mass media and popular culture, deviance, criminology, and law).

Choosing courses to complete the degree and the major requires careful thought and planning. Sociology majors are encouraged to explore the full range of disciplines and subjects in the liberal arts, and they should consult a faculty member to select courses each term and to plan a course of study over several years. It is recommended that students complete the sequence of theory and methods courses by the end of their junior year if they want to conduct independent research or honors projects during their senior year. If a major anticipates being away during all or part of the junior year, the theory (SOC 200 and 201) and research methods sequence (SOC 300 and 301) should be taken during the sophomore year, or an alternative plan arranged with her advisor.

A minor in sociology (6 units) consists of: any Grade I unit, Sociology 200 and 4 additional units, one of which must be a Grade III unit. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a faculty advisor in sociology.

# Department of Spanish

Professor: *Gascón-Vera (Chair), Agosin, Roses, Vega*  
Associate Professor: *Renjilian-Burgy*  
Assistant Professor: *Ramos, Webster*  
Visiting Assistant Professor: *Darer*  
Instructor: *Halleck*  
Senior Lecturer: *Hall, Syverson-Stork*

Courses are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Courses 101-102 and 201-202 are counted toward the degree but not toward the major.

Qualified juniors are encouraged to spend a semester or a year in a Spanish-speaking country, either with Wellesley's PRESHCO program in Córdoba, Spain, or another approved program. To be eligible for study in Córdoba for one or two semesters in Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO), a student must be enrolled in 241 or higher level language or literature course the previous semester.

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## SPAN 101-102 Elementary Spanish

### Staff

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied activities. Oral presentations. Cultural readings and recordings. Media laboratory exercises. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to all students who do not present Spanish for admission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

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## SPAN 201-202 Intermediate Spanish

### Staff

Intensive review of all language skills and introduction to the art, literature and cultures of Spain and Latin America. Emphasis on oral and written expression and critical analysis. Media laboratory exercises. Three periods. *Each semester earns*

1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.

Prerequisite: Two admission units in Spanish or 101-102.  
Distribution: Language and Literature  
Semester: Fall, Spring Unit: 1.0

**SPAN 241 Oral and Written Communication**  
*Renjilian-Burgy, Staff*

Practice in oral and written expression at the advanced level. Through frequent oral presentations, essays, readings on Hispanic cultures, and the study of audio and videotapes, students develop the ability to use idiomatic Spanish comfortably in various situations. Students will also work in Spanish with Internet resources, CD-Rom and Hypertext. Two periods per week.

Prerequisite: 201-202 or four admission units or by permission of the instructor.  
Distribution: Language and Literature  
Semester: Fall, Spring Unit: 1.0

**SPAN 242 Literary Genres of Spain and Latin America**  
*Vega, Staff*

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by modern Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure. Two periods.

Prerequisite: Open to students presenting three admission units or permission of the instructor.  
Distribution: Language and Literature  
Semester: Fall, Spring Unit: 1.0

**SPAN 243 Intensive Spanish Review**  
*Webster*

Review of spoken and written Spanish for native and near-native students who are already conversant in Spanish, but who have not engaged in extensive formal language study. Readings will be taken primarily from Latino writers and texts dealing with Latino experiences in the US. Emphasis will be placed on revision of written work, and syntactical and grammatical analysis.

Prerequisite: Permission of the instructor.  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**SPAN 248 Exiles, Builders and Visionaries: Wellesley College and Spain, 125 Years of Synergy**  
*Ramos*

An exploration of the intellectual, creative, and artistic connections between Spain and the US through 125 years. Wellesley College has been distinctive both as a safe haven for Spanish exiles and as an institution that has historically brought to the US some of the most distinguished intellectuals that Spain has produced. At the same time, several members of the Wellesley community have been pioneers of cross-cultural understanding between Spain and the US. Together with readings from various literary and artistic genres, students will examine the College's documents on the Spanish Civil War as well as its holdings in the arts.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**SPAN 250 Research or Individual Study**

Prerequisite: Open by permission to qualified students.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**SPAN 250H Research or Individual Study**

Prerequisite: Open by permission to qualified students.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**SPAN 251 Freedom and Repression in Latin American Literature**  
*Webster*

NOT OFFERED IN 2000-01. Introduction to the literature of the Latin American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama. El Inca Garcilaso, Sor Juana Inés de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz.

Prerequisite: 241 or 242 or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

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**SPAN 252 Christians, Jews, and Moors: The Spirit of Spain in its Literature**

*Gascón-Vera, Vega*

Intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: *Poema del Cid*, Maimónides, Ben Sahl de Sevilla, *La Celestina*, *Lazarillo de Tormes*, Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, San Juan de la Cruz, Calderón de la Barca.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**SPAN 253 The Latin American Short Story**

*Roses*

**NOT OFFERED IN 2000–01.** In-depth analysis of realistic and fantastic short stories of contemporary Latin America, including stories by Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, Manuel Rojas, María Luisa Bombal, Juan Rulfo, Gabriel García Márquez, and Elena Poniatowska. Special emphasis on the emergence of women as characters and as authors.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**SPAN 254 Alienation and Desire in the City: Spanish Literature Since 1936**

*Gascón-Vera, Ramos*

**NOT OFFERED IN 2000–01.** A study of the struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. Special attention will be devoted to the literature of the Civil War and exile. Authors include Mercè Rodoreda, Camilo J. Cela, and Eduardo Mendoza.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**SPAN 255 Chicano Literature: From the Chronicles to the Present**

*Renjilian-Burgy, Vega*

**NOT OFFERED IN 2000–01.** A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and musical forms such as corridos. A critical analysis of the themes and styles of

contemporary writing. Works by Luis Valdez, Rodolfo Anaya, Tomás Rivera, Gloria Anzaldúa, Cherrie Moraga, Sandra Cisneros and others.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**SPAN 256 The Novel and Society in 19th-Century Spain**

*Ramos*

**NOT OFFERED IN 2000–01.** The masters of nineteenth-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**SPAN 257 The Word and the Song: Contemporary Latin American Poetry**

*Agosin*

A study of the major twentieth-century poets of Latin America, focusing on literary movements and aesthetic representation. Poets to be examined include Vicente Huidobro, Gabriela Mistral, Octavio Paz and César Vallejo.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**SPAN 259 Women Writers of Latin America**

*Agosin*

**NOT OFFERED IN 2000–01.** An exploration of the aesthetic, social and cultural representation of twentieth-century Latin American women writers. Emphasis will be placed on the relationship between literary production and social reality, the role of the writer in shaping national identities, the emergence of a shared feminist consciousness, and the process of self-representation as part of an historical movement. Authors to be read include María Luisa Bombal, Delmira Agustini, Rosario Castellanos, Luisa Valenzuela, Nancy Morejón, Elena Poniatowska, and Diamela Eltit.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0



**SPAN 260 Women Writers of Spain, 1970 to the Present**

*Gascón-Vera*

**NOT OFFERED IN 2000–01.** A selection of readings—novels, poetry, essays, theater—by Spanish women writers of the 1970s and 1980s. Carmen Martín Gaité, Rosa Montero, Esther Tusquets, Adelaida García-Morales, Cristina Fernández-Cubas. A close study of the development of their feminist consciousness and their response to the changing world around them.

Prerequisite: 241 or 242 or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 261 Mexico: Literature, Art, Rebellion**  
*Roses*

**NOT OFFERED IN 2000–01.** An exploration of twentieth-century Mexican culture from the Revolution of 1910 to the Chiapas rebellion of New Year's Day 1994. A comparison of the novel of the Revolution (Mariano Azuela, Martín Luis Guzmán) and the Indian-centered novel (Rosario Castellanos) with works by Juan Rulfo and Carlos Fuentes. Discussion of documentary and testimonial narratives that emerge from student rebellion and changing social and artistic consciousness. In order to examine how word and image combine into a single cognitive experience, readings will be amplified by visual works, some inspired by social themes and others oriented toward portraiture, abstraction, and photography.

Prerequisite: 241 or 242 or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 263 Latin American Literature: Fantasy and Revolution**  
*Roses*

The interrelation between sociopolitical and aesthetic issues in the discourse of contemporary Latin American writers, including Carlos Fuentes, Manuel Puig, Octavio Paz, Isabel Allende, and Juan Rulfo. Special attention will be given to the imaginative vision of Gabriel García Márquez. *In English.*

Prerequisite: None  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 265 Introduction to Latin American Cinema**

*Agosin, Renjilian-Burgy*

**NOT OFFERED IN 2000–01.** This course will explore the history of Latin American cinema, spanning three decades from the early 1960s to the present. Different forms of cinematic expression will be explored: narrative film, the documentary, the cinema of exile, and others. Issues of national culture and identity, as well as cultural exchanges of films between Latin America and abroad will be addressed. In addition to the films themselves, students will be required to read selected works on film criticism and several texts which have been converted into films. Films to be analyzed include those of María Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz.

Prerequisite: 241 or 242 or by permission of the instructor.  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 266 Centuries at their End: Spain in 1898 and 1999**

*Gascón-Vera*

**NOT OFFERED IN 2000–01.** An examination of late 19th- and 20th-century historical events and cultural/artistic production. Employing contemporary notions of globalization and cultural hybridity, students will examine Spanish culture and thought during two decisive periods. For the 19th century, topics include Antoni Gaudí, Pablo Picasso, Concepción Arenal, Emilia Pardo Bazán, Miguel de Unamuno, Ramón María del Valle Inclán, Juan Ramón Jiménez, Manuel Machado and early Spanish cinema; and for the 20th century, Pedro Almodovar, Javier Marías, Rosa Montero, Montserrat Roig, Javier Mariscal, and Rafael Moneo.

Prerequisite: 241 or 242 or by permission of the instructor.  
Distribution: Language and Literature  
Semester: N/O Unit: 1.0

**SPAN 267 The Writer and Human Rights in Latin America**  
*Agosin*

**NOT OFFERED IN 2000–01.** The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the seventies to the present, we will explore the ways in which literature depicts issues such as: censorship and self-censorship; the writer as journalist; disappearances; exile; testimonial writing; gender and human rights; and

testimonial narratives. The works of Benedetti, Timmerman, Alegría, and others will be studied.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy

Semester: N/O Unit: 1.0

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### SPAN 269 Caribbean Literature and Culture

*Renjilian-Burgy*

**NOT OFFERED IN 2000–01.** An introduction to the major literary, historical and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Guillermo Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Márquez, Luis Palés Matos, Pedro Juan Soto.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O Unit: 1.0

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### SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Contemporary Latin American Literature

*Webster*

**NOT OFFERED IN 2000–01.** A close reading of selected texts that illustrate the intersection of African, Spanish and Indigenous oral and literary traditions. Genres include autobiographies, novels and poetry. Individual authors to be studied include Domitila Barrios, Rigoberta Menchú, Esteban Montejo, López de Albuja, Nancy Morejón and Tato Laviera. Topics include the relationship between identities and aesthetics, the marginal and the canonical, literature and the affirmation of the nation state, and the uses of contemporary race and gender theory in literary analysis.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O Unit: 1.0

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### SPAN 272 Civilizations and Cultures of Spain

*Ramos*

An examination of Spain's multicultural civilization and history, from the prehistoric cave paintings of Altamira to the artistic "movida" of post-Franco Spain. Literary, historical, artistic and anthropological readings will inform our understanding of recurrent themes in Spanish national ideology and culture: Spain as a nexus between Christian, Jewish and Islamic thought; regionalism, nationalism and internationalism; religion

and class; long-term economic consequences of global empire; dictatorship and democracy; and the creation and questioning of national identity.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring Unit: 1.0

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### SPAN 273 Latin American Civilization

*Halleck*

An introduction to the multiple elements constituting Latin American Culture. An examination of the principal characteristics of Spanish colonialism and Creole nationalism will inform our general understanding of Latin American culture today. Readings and class discussions will cover such topics as the military and spiritual conquest, the Indian and African contributions, the emergence of *criollo* and *mestizo* discourses, and gender and race relations. Readings will include the works of contemporary Latin American writers, film-makers, and historians.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall Unit: 1.0

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### SPAN 275 The Making of Modern Latin American Culture

*Halleck*

An examination of the principal characteristics of the search for identity and independence of the emerging Latin American nations as expressed in literary, historical, and anthropological writing. We will examine the experience of each of four distinct regions: Mexico and Central America, the Caribbean, the Andean countries, and the Southern Cone. Readings will include the works of contemporary Latin American writers, film-makers and historians. Special attention will be given to the relationship between social issues and the evolution of literary form.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring Unit: 1.0

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### SPAN 277 Realism and Magic in Latin American Literature and Cinema

*Roses*

Realism and Magic Realism in Latin American Literature and Film, 1960–2000. An exploration of two modes of narrative expression: one rooted in nineteenth-century literary practices and the other formed as an aesthetic response to the distinctive social, political and cultural experiences of Latin America. Authors and films to be

examined include García Márquez, Allende, Fuentes, Restrepo, Borges; "Doña Flor," "Like Water for Chocolate," "Alsino and the Condor," "House of the Spirits."

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

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### SPAN 279 Jewish Women Writers of Latin America

*Agosin*

This course will explore the vibrant literary culture of Jewish women writers of Latin America from the 1920s to the present. We will examine selected works of these authors, daughters of emigrants whose various literary genres reveal the struggle with issues of identity, acculturation and diasporic imagination. Writers include Alicia Steimberg of Argentina, Elisa Lispector of Brazil, Margo Glantz of Mexico, as well as a new generation of writers who explore issues of multiculturalism and ethnicity.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### SPAN 287 Women in the Americas: Empowering Diversity

*Agosin*

**NOT OFFERED IN 2000–01.** This course will analyze the ways in which women of the Americas have performed acts of justice and human rights. Though literary, historical, anthropological and political readings, we will examine critical issues such as the struggle for social justice in Latin America and the United States; immigration; domestic violence and reproductive rights.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### SPAN 300 Seminar. Honor, Monarchy and Religion in the Golden Age Drama

*Gascón-Vera*

**NOT OFFERED IN 2000–01.** The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in drama. Representative masterpieces of Lope de Vega, Cervantes and Ruiz de Alarcón,

Tirso de Molina, Calderón. *Offered in alternation with 302.*

Prerequisite: Open to students who have taken two Grade II units including one unit in literature.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### SPAN 302 Cervantes

*Gascón-Vera, Syverson-Stork*

A close reading of the *Quixote* with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, history versus fiction.

Prerequisite: Open to students who have taken two Grade II units including one unit in literature.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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### SPAN 303 Creative Writing in Spanish

*Agosin*

**NOT OFFERED IN 2000–01.** This course will explore the craft of writing poetry and short stories in Spanish. Attention will be given to the study of aesthetics as well as craft in lyrical works and short narratives. Emphasis will be placed on discussion of student work, focusing on basic skills and grammatical knowledge required for creative writing in a foreign language. Readings from Latin America's most distinguished authors will be assigned.

Prerequisite: Open to students who have taken two Grade II units including one unit in literature.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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### SPAN 304 Seminar All about Almodóvar. Spanish Cinema in the *Transición*.

*Gascón-Vera*

An examination of the culture of Spain of the last two decades seen through the eyes of filmmaker Pedro Almodóvar. We will study those films and literary texts which depict the development of Spain as a country which experienced a transition from a repressive dictatorship to democracy and post-modernism. Themes of freedom, homosexuality and cross dressing, family, violence and the transcendence of love and death in our contemporary society will be analyzed. Films will range from Almodóvar's first, *Pepi, Lucy y Bom* to his last, *Todo sobre mi madre*, with special attention given to *Mujeres al borde de un ataque de nervios* and *Tacones lejanos*.

Prerequisite: Open to senior majors or with permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

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**SPAN 305 Seminar. Hispanic Literature of the United States**

*Renjilian-Burgy*

A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagr , Jos  Villarreal, Lorna Dee Cervantes, Jos  Mart , Uva Clavijo, Ana Velilla, Pedro Juan Soto, Miguel Algar n, Edward Rivera.

Prerequisite: Open to senior majors or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**SPAN 307 Seminar. The Nobel Prize Authors of Latin America**

*Agos n*

**NOT OFFERED IN 2000–01.** Through the prose and poetry of the Nobel Prize winners of the Spanish American Republics, this course will explore the literary, historical and cultural traditions in which these works are inscribed. Concepts of cultural identity, colonialism and post-colonialism will be examined. Authors will include Octavio Paz, Gabriel Garc a M rquez, Gabriela Mistral, Pablo Neruda and Angel Asturias.

Prerequisite: Open to senior majors who have taken two Grade II units including one unit in literature.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**SPAN 311 Seminar. The Literary World of Gabriel Garc a M rquez and the Post-Boom**

*Roses*

**NOT OFFERED IN 2000–01.** An in-depth study of the literary career of Gabriel Garc a M rquez, from his beginnings as a newspaper reporter in his native Colombia to his emergence as a major novelist and short story writer. Emphasis on his achievements as a Latin American writer and a universal and cosmopolitan figure. Works to be read include: *El coronel no tiene qui n le escriba*, *La mala hora*, *La hojarasca*, *Cien a os de soledad*, *El oto o del patriarca* and *Cr nica de una muerte anunciada*.

Prerequisite: Open to students who have taken two Grade II units including one unit in literature. Open to senior majors or with permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**SPAN 315 Seminar. Luis Bu uel and the Search for Freedom and Morality**

*Gasc n-Vera*

**NOT OFFERED IN 2000–01.** Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Bu uel. The course will focus on the moral issues posed in his films and will start with a revision of the historical motivations of the Bu uel perspective: Marxism, Freudianism and Surrealism as depicted in selected films of Bu uel, from his first *An Andalusian Dog* (1928) to his last *That Obscure Object of Desire* (1977).

Prerequisite: Open to senior majors or with permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

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**SPAN 317 Seminar. Colonial Latin America and Its Literature: Assimilation and Rejection**

*Webster*

Exploration of five major figures of Spanish America: Columbus, Las Casas, Sahag n, El Inca Garcilaso de la Vega, and Sor Juana In s de la Cruz. Readings from some of their most significant texts and related modern texts. Topics include the emergence of Latin America, politics and “barbarism,” the first fight for human rights, Aztec and Inca thought, and the defense of women’s right to knowledge.

Prerequisite: Open to senior majors or with permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

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**SPAN 318 Seminar. Love and Desire in Spain’s Early Literature**

*Vega*

**NOT OFFERED IN 2000–01.** Medieval Spain, at the nexus of the Christian, Jewish and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove’s Neck-Ring*; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic “kharjas”; the Galician “cantigas d’amigo”; the Catalan lyrics of Ausias March; Diego de San Pedro, *C rcel de Amor*; and Fernando de Rojas, *La Celestina*.

Prerequisite: Open to senior majors or with permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0



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**SPAN 320 Seminar. Topics in Cross-Cultural Hispanic Studies**

*Vega*

An analysis of the study abroad experience in a Spanish-speaking country, framed within the student's academic trajectory. Based upon personal observations, shared readings, and selected films, students will weigh the validity of concepts and terminologies that promote a unified identity for Spanish-speaking peoples on both sides of the Atlantic ("Hispanicity," "Latino," "Mundo Hispano," "La Raza,"), and will examine—in a cross-cultural approach—selected topics in Hispanic cultural studies. Together with shared reading assignments and group oral presentations, participants will carry out individual projects focusing on a cultural issue encountered abroad or a contemporary creative current experienced first-hand. Common texts include works by Carlos Fuentes, Angel Ganivet, Jose Rodo, and Jose Vasconcelos, together with selected Latin American and Spanish films. Preference will be given to students who have studied in a Spanish-speaking country as part of their academic program in the Spanish major.

Prerequisite: Study abroad experience in a Spanish-speaking country, open to seniors only.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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**SPAN 324 Seminar. Avant-Garde and Modernity in Spain**

*Ramos*

Using a wide variety of literary texts, paintings, movies, and references to architecture, this course will explore various forms of Modernity in Spain. Emphasis will be placed on the connections between Spanish and mainstream European Avant-Garde, as well as the marginalization of women's contribution. Main figures will include Federico García Lorca, Gómez de la Serna, Vicente Huidobro, Rafael Alberti, Luis Buñuel, Concha Méndez, Ortega y Gasset, Salvador Dalí and Pablo Picasso. The connections between modernity and post-modernity will also be explored.

Prerequisite: Open to senior majors or with permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

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**SPAN 327 Seminar. Latin American Women Writers: Identity, Marginality and the Literary Canon**

*Agosin*

**NOT OFFERED IN 2000–01.** An examination of twentieth-century women writers from Latin America. Perspectives for analyses will include questions of identity (national, ethnic/racial, religious, sexual, gender), the extent to which Afro-Hispanic, Indigenous and non-Christian writers constitute distinct, marginalized groups in Latin American literature, and a comparison of issues regarding identity in selected canonical and non-canonical writers. Texts for discussion include works by Gabriela Mistral, Remedios Varos, Elena Poniatowska, Nancy Morejón, Rosario Aguilar, Gioconda Belli and Victoria Ocampo.

Prerequisite: Open to junior and senior majors.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

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**SPAN 350 Research or Individual Study**

Prerequisite: Open by permission of the instructor to seniors who have taken two Grade III units in the department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**SPAN 350H Research or Individual Study**

Prerequisite: Open by permission of the instructor to seniors who have taken two Grade III units in the department.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**SPAN 360 Senior Thesis Research**

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**SPAN 370 Senior Thesis**

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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## Related Courses

*For Credit Toward the Major*

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**HIST 206** Introduction to the History of Latin America

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**PEAC 259** Peace and Conflict Resolution.  
Topic for 2000–2001: Women, Citizenship and Justice: Human Rights in Latin America

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**EDUC 308** Seminar. World Languages Methodology

## Directions for Election

Students who begin with 101-102 [100] in college and who wish to major should consult the chair in the second semester of their first year.

A minimum of 8 units must be presented for the Spanish major and must include: 241 or 242; and at least two 300 level units, including a seminar during the senior year. The major should ordinarily include an overview of early Spanish literature 252, early Spanish American literature 251 and 302.

Upon approval from the department, up to four courses per semester taken during study abroad in Spain or Latin America may be counted toward the major. The goals of a comprehensive program are: (a) oral and written linguistic proficiency, (b) ability to interpret literary texts and (c) a general understanding of the evolution of Hispanic culture.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the *interdepartmental major* in Latin American Studies, which allows students to choose from a list of courses in seven different departments, including Spanish. Majors devise their own programs in consultation with the Directors of Latin American Studies. Students are referred to the section of the catalog where Interdepartmental Programs are described.

**AP:** A student may receive one unit of credit and satisfy the foreign language requirement with a grade of 4 or 5 on either or both of the AP Spanish exams. She will lose the AP credit(s) if she takes SPAN 202 or a lower-numbered course AP credit does not count toward the major in Spanish.

**Teacher Certification:** Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult Ms. Renjilian-Burgy and Ms. Beatty of the Department of Education.

## Department of Theatre Studies

Instructor: Arciniegas, Hussey, Loewit

Lecturer: Snodgrass<sup>A</sup>

Director of Theatre: Hussey

Production Manager: Loewit

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### THST 203 Plays, Production, and Performance

*Hussey*

Principles and practice of the related arts which make up the production of a play in the theatre. Analysis of the dramatic script in terms of the actor, the director, the scenic, costume and lighting designers, and the technicians. Practical applications of acquired skills integrate the content of the course. Each student participates in the creation of a fully realized "mini production" which is presented for an audience.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.25

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### THST 204 Techniques of Acting

*Arciniegas*

An introduction to the vocal, interpretive and physical aspects of performance. Improvisation, movement and character development for the novice actor. Emphasis is placed on applying textual understanding to the craft of acting.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

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### THST 205 Acting and Scene Study

*Arciniegas*

Study of the performed scene as the basic building block of playwright, director, and actor. Scenes from plays ranging from Greek tragedies to modern dramas will be rehearsed and performed in the appropriate period style for class critiques. Emphasis will be placed on thorough preparation and analysis as well as performance ability.

Prerequisite: 203 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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**THST 206 Directing and Dramaturgy: The New Alliance for the Next Century**

*Hussey*

This course combines the analytical skills of the dramaturge with the theatrical and practical application as performed by the director. Particular emphasis will be placed on the historical and social significance of previous productions and the effect on interpretation in this decade. Students will work in teams and will present their research and the resulting theatrical entity in weekly scene presentations. Students will alternate positions and be expected to provide probing intellectual questions to each other while working collaboratively. Dramatic material will be drawn from a wide variety of world literature with particular emphasis placed on women playwrights. Students will be given the opportunity to work with professional actors and directors in a guest artist "lab" format.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 0.5

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**THST 207 Stagecraft for Performance**

*Loewit*

Study of the craft and theory of the production arts in the theatre. The course will cover the process, the designers' function in the production: creating working drawings, problem-solving, use of theatrical equipment and alternative media for the realization of sound, set, and lighting designs. There will be additional time outside of class scheduled for production apprenticeships.

Prerequisite: 203 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**THST 212 Representations of Women on Stage**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Study of specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing primarily on what a public and popular art says and implies about women: their "nature", their roles, their place in the society reflected. Consideration is given to the male dominance in both playwrighting and performance in historic cultures. Texts will be chosen from a broad spectrum of dramatic world literature.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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**THST 220 Classic Plays in Performance**

*TBA*

A survey of dramatic texts as realized in performance (with an emphasis on the plays of Shakespeare.) Films and video recordings of live performances approximating the original production style will be utilized along with modern interpretations. Class discussion will also incorporate analysis and comparison of women and minorities who have shaped and created the theatre as actors, directors, designers and producers. Analytical and critical writing skills are emphasized in the development of written critiques/opinions. Students will contrast and compare contemporary events with the events in dramatic texts and will incorporate that knowledge into interpretative class projects such as adaptations, research papers, or original plays.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

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**THST 250 Research, Independent Study or Apprenticeship**

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**THST 250H Research, Individual Study or Apprenticeship**

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 0.5

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**THST 315 Acting Shakespeare**

**NOT OFFERED IN 2000–01. OFFERED IN 2001–02.** Study and practice of skills and techniques for the performance of scenes and monologues and the realization of theatrical characters from Shakespeare's texts. Speeches and scenes performed for class criticism. Class will be subdivided by instructor according to skill levels. Students are expected to rehearse and prepare scenes outside of class time.

Prerequisite: 203, 204 and 205 or by permission of the instructor after audition.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 2001–02.

Unit: 1.0

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**THST 350 Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

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**THST 350H Research or Individual Study**

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

# Theatre Studies

## AN INDIVIDUAL MAJOR

Director: *Hussey*

A major in Theatre Studies may be designed according to the provision of the Individual Major option. It consists of a minimum of eight (8) units above the 100-level.

Early consultation with the director is essential because some of the relevant courses are not offered every year and careful planning is necessary. In addition to working with the director of the theatre program, students will be encouraged to consult with other members of the faculty familiar with the individual theatre major.

Students electing to design an individual major in Theatre Studies will usually take a least one resident semester of concentrated work in the discipline to supplement and enrich their work at Wellesley. They may attend the National Theatre Institute Eugene O'Neill Theatre Center, another institution in the Twelve College Exchange Program, or one of the many London programs offering intensive study in their discipline. Additionally, extensive courses are offered in the Drama program at MIT.

Since developments in the theatre arts are a result of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning an individual major in Theatre will elect to complement formal study of theatre with practical experience in the extracurricular production program of the Wellesley College Theatre and related on-campus producing organizations. All students are encouraged to participate in the 250 and 350 individual study offerings in order to pursue their particular area of theatrical interest.

In addition to the offerings of the Theatre Studies Program, the following courses count towards an individual major in Theatre Studies:

## Related Courses

*For Credit Toward the Major*

AFR 207 Images of Africana People through the Cinema

AFR 222 Blacks and Women in American Cinema

AFR 266 Black Drama

ARTH 364 Women Filmmakers: History and Theory of Subversion

ARTS 165 Introduction to Video Production

CAMS 231 Film as Art

CAMS 333 An Intertextual Approach to Film Scholarship

CHIN 243 Chinese Cinema (in English)

CLCV 210/310 Greek Tragedy: Play, Politics, Performance

ENG 112 Introduction to Shakespeare

ENG 127 Modern European and American Drama

ENG 223 Shakespeare Part I: The Elizabethan Period

ENG 224 Shakespeare Part II: The Jacobean Period

ENG 324 Advanced Studies in Shakespeare

ENG 325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature

FREN 213 From Myth to the Absurd: French Drama in the Twentieth Century

FREN 240 Images of Women in French Film

FREN 314 Cinema: Francois Truffaut

ITAL 249 The Cinema of Transgression (in English)

ITAL 261 Italian Cinema (in English)

ITAL 262 Religion and Spirituality in Italian Cinema (in English)

ITAL 264 Italian Film and Postmodernity (in English)

JPN 251 Japan Through Literature and Film (in translation)

PHIL 203 Philosophy of Art

RUSS 253 Russian Drama (in English)

SPAN 261 Mexico: Literature, Art, Rebellion

SPAN 300 Seminar: Honor, Monarchy and Religion in the Golden Age Drama

Other courses may on occasion be counted towards the Theatre Studies Individual Major.



# Department of Women's Studies

Professor: *Bailey, Hertz (Chair), Reverby*  
Visiting Professor: *Weston*  
Visiting Associate Professor: *Marshall*  
Assistant Professor: *Creef, Patel*  
Teaching Fellow: *Ghosh*

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## WOST 108 The Social Construction of Gender

*Marshall*

This course discusses the ways in which the social system and its constituent institutions create, maintain and reproduce gender dichotomies. Gender is examined as one form of social stratification and studied in the context of identity formation, emphasizing the relationship among gender, race, ethnicity and social class. The processes and mechanisms that institutionalize gender differences will be considered in a variety of contexts: political, economic, religious, educational and familial. We will examine some deliberate attempts to change gender patterns.

Prerequisite: None  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

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## WOST 111 American Families and Social Equality

*Hertz*

American families are undergoing dramatic changes in social, political and economic arenas: the rise of the dual-worker family, the increasing number of single mothers, the demands of family rights by gay and lesbian families, and growing numbers of couples having children at older ages. The new economy poses real challenges for American parents as the social and economic gap between families continues. Also, as women dedicate a greater proportion of their time to the workplace, more children are cared for outside the home. How do children view parent's employment and life outside the home? How do families manage to function when they have only limited hours together? What does fatherhood mean in these families? How much change has actually occurred in the "modern" division of labor? Using a provocative blend of social science, novels and memoirs, we will examine how

gender, race, ethnicity and social class shape the experience of family life in the contemporary United States.

Prerequisite: Open to first-year students only.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

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## WOST 120 Introduction to Women's Studies

*Creef, Patel, Reverby, Weston*

Introduction to the interdisciplinary field of Women's Studies with an emphasis on an understanding of the "common differences" that both unite and divide women. Beginning with an examination of how womanhood has been represented in myths, ads and popular culture, the course explores how gender inequalities have been both explained and critiqued. The cultural meaning given to gender as it intersects with race, class, ethnicity and sexuality will be studied. This course also exposes some of the critiques made by Women's Studies' scholars of the traditional academic disciplines and the new intellectual terrain now being mapped. Consideration will be given to one of the central dilemmas of contemporary feminist thinking: the necessity to make gender both matter and not matter at the same time.

Prerequisite: None  
Distribution: Language and Literature or Social and Behavioral Analysis  
Semester: Fall, Spring Unit: 1.0

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## WOST 211 American Families

**NOT OFFERED IN 2000-01.** This course looks at the rise of the modern family from a comparative perspective. Class discussion will focus on the nature and role of the family and its function for individuals and society. Students will be introduced to controversies over the definition and the "crises" of changing family forms and family values, the emergence of new forms, and projections about its future. The effects of work and social class on the family will be examined as well as ethnicity, race and immigration; dual-career couples and working-class families will be emphasized.

Prerequisite: None  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

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**WOST 215 Gender and Empire:  
Masculinities, Feminisms and the Making of  
Imperial Authority**

*Ghosh*

This class considers how gender was a central frame for regulating relations between men and women, colonizer and colonized, in the British and French empires in Asia and Africa from eighteenth century to the middle of the twentieth century. The edifice of the colonial state will be discussed by putting three interrelated historical themes into play. One strand of the course examines the ways in which masculinity and its attendant privileges became an organizing feature of how European men negotiated with non-European men about the legitimacy of rulership and authority. Another strand addresses how European and indigenous women became a focus of social, cultural and sexual regulation, particularly as figures in upholding male privilege. A final strand examines how the colonial state validated forms of unequal treatment through judicial and administrative decisions about citizenship, status, and rights. We will conclude with a brief look into colonial policies and practices that have continued into the postcolonial period.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

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**WOST 220 American Health Care History in  
Gender, Race and Class Perspective**

*Reverby*

Traditional American medical history has emphasized the march of science and the ideas of the “great doctors” in the progressive improvement in American medical care. In this course we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how have gender, race and class affected the kind of care developed, its differential delivery, and the problems and issues addressed.

Prerequisite: 120, 108, 222

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

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**WOST 222 Women in Contemporary  
American Society**

*Reverby*

This course examines the transformations and continuities in the lives of women in the United States since World War II. We will look critically

at the so-called “happy days” of the 1950s, the cultural and political “revolutions” of the 1960s and early 1970s, and the shifts in consciousness over the last five decades. The rise and changes in feminisms and the women’s movement will receive special attention. Emphasis will be placed on the differing communities of women and how they have balanced the so-called “private,” “public,” and “civic” spheres of their lives.

Prerequisite: None

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**WOST 235 Cross Cultural Sexuality**

*Patel*

This course will examine and explore sexuality from cross-cultural perspectives, focusing on the production of sexuality in the context of different disciplines—literature, anthropology, history and sociology. Course will address the intersections between sexual and socio-cultural, political and economic discourses. How is sexuality constructed in relation to ideological, social and political considerations? How are sexual “norms” established, circulated and maintained in different cultures and at different historical junctures? What, if anything, constitutes sexual otherness in different cultures? How is this negotiated in a global economy and how is it represented under variable conditions? How do different descriptions of sexual behavior interact with the discourses of identity politics and queerness as constituted in the US?

Prerequisite: 108, 120, or 222

Distribution: Historical Studies or Language and Literature

Semester: Spring

Unit: 1.0

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**WOST 248 Asian American Women Writers**

*Creef*

This course surveys the historical development of Asian American women’s literature. Among the questions central to our examination: How is Asian American writing positioned within the larger field of American literature (as well as within the subfields of other ethnic minority literatures)? Is there such a thing as a “canon” in Asian American literature? The first half of this course will survey the literature of Asian American women writers since the early 20th century (including autobiography, fiction, and poetry) in their social and historical contexts. During the second half of the semester we will look at the work of contemporary writers and interrogate, for example, the commercial success

of such writers as Maxine Hong Kingston and Amy Tan.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Fall Unit: 1.0

**WOST 249 Asian American Women in Film and Video**

**NOT OFFERED IN 2000–01.** This course will serve as an introduction to Asian American film and video and begin with the premise that there is a distinct American style of Asian “Orientalist” representation by tracing its development in classic Hollywood film over the last seventy-five years. We examine the politics of interracial romance, the phenomenon of “yellow face” drag, and the different constructions of Asian American femininity, masculinity, and sexuality. In the second half of the course, we look at the production of what has been named “Asian American cinema” in the past fifteen years. Our focus is on contemporary works—both documentary and feature—that deal centrally with the politics of representation and identity in history and culture. This course draws upon critical materials from film theory, feminist studies, Asian American studies, history and cultural studies. Weekly film screening required.

Prerequisite: One course in either Women’s Studies and either film/visual arts or Asian American topics; or by permission of the instructor. Not open to students who have taken WOST [348].

Distribution: Arts, Music, Theatre, Film, Video  
Semester: N/O Unit: 1.0

**WOST 250 Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 1.0

**WOST 250H Research or Individual Study**

Prerequisite: Open to juniors and seniors by permission.  
Distribution: None  
Semester: Fall, Spring Unit: 0.5

**WOST 275 Passing: Transforming Identities in History and Representation**

**NOT OFFERED IN 2000–01.** Passing from one identity to another has been a social phenomenon that has existed in different cultures for centuries. Familiar forms of passing have included instances of minority ethnic, religious or racial community members passing as members of the majority community; women passing as men; gays passing as straight; people with disabilities

passing as able-bodied, etc. This course will explore the social and political economies that demand or facilitate different forms of passing and the conditions under which gender, sexuality, class, race, disability and religion are the identities shifted. Questions to be considered will include: under what circumstances do individuals and groups opt or become forced to pass for survival, and under what conditions do some people come back out? What are the fears and popular reactions that arise with regard to passing? How is the phenomenon of passing represented in different media? If identities become more fluid, is there less pressure to pass?

Prerequisite: 120 or 222 recommended, written permission of the instructors required.  
Distribution: Historical Studies or Language and Literature  
Semester: N/O Unit: 1.0

**WOST 280 Gender and Writing in South Asia**  
*Patel*

Beginning with proto-nationalism (1780s) and closing with the late nation-state (1998), this course explores the ways in which gender and writing come together in South Asia. Questions that will be addressed include: Under what circumstances did different genres of writing evolve? How did different genres of early nationalist writing engage with masculinity or femininity? How was the home, house or the private configured in writing around the 1900s? How was gender articulated in relation to tradition and modernity? How were “feminist” issues addressed in different genres of writing? Writers whose (translated and/or English-language) works will be read in this class include Rabindranath Tagore, Aparna Sen, Sakawat Hussain, Premchand, Saadat Hasan Manto, Ismat Chughtai, Q. Hyder, Kiran Nagarkar, A. Sivanandan, Shobha De, Meera Syal, Mahasweta Devi, Vijay Dan Detha. Movies include Bandini, Pyasa, Umrao Jan Ada, Mother India, Fire.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Fall Unit 1.0

**WOST 304/AFR 303 African Women and Activism**

**NOT OFFERED IN 2000–01.** An inquiry into African feminist activism and political organizing in Africa and in exile. Through close readings of creative and political works by African women from the 1940s to the present, we will chart the path of a movement. Based on the work of social

scientists, historians, poets, novelists, playwrights, filmmakers and other activists, we will identify intersections, divergences and continuities in politics, vision and other commitments. Among the broader questions we will explore: What is Activism, theory and practice, and are African women doing it? How do women locate themselves and their work within the African Women's Movement and in the International Women's Movement? *Students may register for either WOST 304 or AFR 303. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O Unit: 1.0

### WOST 305 Seminar. Representations of Women, Natives and Others: Race, Class and Gender

*Creef*

A feminist cultural studies approach to the theories and methodologies of the representation of men and women of color in literature, film, art, and photography. This course surveys the development of contemporary U.S. third world feminism and employs multiple readings in Asian American, Pacific Island, African American, Latina/Chicana, and Native American cultural criticism that position the body as an historical category that possesses and/or performs race, class, gender and sexuality.

Prerequisite: Any WOST class or by permission of the instructor.  
Distribution: Art, Music, Theatre, Film, Video or Language and Literature  
Semester: Spring Unit: 1.0

### WOST 309 Women in South Asia: State, Society and "Progress" in the Colonial and Post-colonial Periods

*Ghosh*

This course considers the histories of women in South Asia in the context of European and Indian feminist movements. The readings consider broad themes that have affected the status of South Asian women: discourses about backwardness, domesticity, nationalism, family and property rights, violence, labor, and social activism. The course will begin by discussing the ways in which the condition of native women appealed to the rescuing efforts of British progressive women's activists in the colonial period. We will examine how this gave rise, in specific ways, to women's movements, both in the metropole and in the colony. We will then turn to Indian nationalism and the place of Indian

women within it during the late nineteenth and early twentieth centuries. And finally, we will address the relationship between global feminism and feminist programs in the Indian subcontinent in the shift from the colonial to the post-colonial period.

Prerequisite: By permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: Spring Unit: 1.0

### WOST 311 Seminar. Family and Gender Studies: The Family, the State and Social Policy

*Hertz*

Analysis of problems facing the contemporary U.S. family and potential policy directions for the new millennium. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types (such as single mothers by choice and lesbian/gay families). Sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses. Students are expected to work in groups to analyze the media's portrayal of family/ gender stories and selected legal cases.

Prerequisite: Preference will be given to students who have taken family or gender related courses in anthropology, history, psychology, political science, sociology, or women's studies.  
Distribution: Social and Behavioral Analysis  
Semester: Fall Unit: 1.0

### WOST 312 Seminar. Feminist Inquiry

*Hertz, Creef*

In all social science disciplines (and the humanities) feminists are questioning the implicit male paradigms, methodological choices and theoretical assumptions in order to transform their discipline. The hope of these thinkers is that we will have a more complete understanding of the social world. This course will examine the current revolution in attempts to rethink gender and other cultural biases in order to produce less distorted accounts of social life. The course will draw upon theoretical, methodological and empirical examples from this new body of social research. We will read different "standpoint" theorists and their various attempts to understand power relations and revise knowledge as they construct the social world from personal understandings. We will examine issues of femi-



nist epistemology including objectivity versus subjectivity in research, the nature of data, the researcher's relationship to her respondents in the first and third worlds, voice and reflexivity, post-modernism and experimental ethnographies. *It is recommended that students have taken courses in methods and theory before enrolling in this seminar.*

Prerequisite: Juniors and Seniors only

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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### WOST 313: Fieldwork in Women's Studies Staff

This is a supervised, independent research project, resulting in a research paper, documentary, policy initiative, creative arts presentation or other research product approved of by the supervisor. This research project, developed in conjunction with the student's major adviser, will have a significant experiential component focusing on women's lives. Students are required to spend either the summer before their senior year or the first semester of their senior year gathering data on a topic of their choice. Topics should be part of their substantive concentration. Students may (1) work in an organization, (2) work with activists or policy makers on social change issues or social policy issues, or (3) they may design their own fieldwork experience. For example, a student with a concentration in women's health might decide to work in a family planning clinic or she might decide to work with activists trying to change health care for teen mothers or she might decide to interview human rights activists about women's health in another region of the world. Students who select this option should have taken a methods course prior to their on-site experience. They will be required to arrange with their adviser a contract/proposal that will include the kind of data they will collect, how it will be recorded and analyzed, and the kind of product they will produce at the end of their senior year. Final projects can be either written or visual but must be decided before a student begins the work.

Prerequisite: Permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

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### WOST 317 Seminar: History of Sexuality: Queer Theory

Patel

This seminar will introduce the concepts central to queer theory, starting with Foucault and Laqueur and discussions of sexual difference and

deviance. It will examine queerness in its various manifestations and practices, butch-femme, transgendering, cross-dressing, bisexuality and third gender. The conflicts and continuities between identity politics and queer identities will be explored in the context of racialization, class, and different-abledness and under the markers of nationhood and subalternity. Finally, what impact do the debates on the production of sexuality in different sites (African American, Native American, Latino, Asian American and non-US) and historical periods have on theories of queer-ness?

Prerequisite: Open to juniors and seniors with any course on gender, race or sexuality.

Distribution: Epistemology and Cognition or Language and Literature

Semester: Fall

Unit: 1.0

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### WOST 318 Seminar: Gender and Diaspora

**NOT OFFERED IN 2000-01.** A comparative approach to the relationship between gender and diaspora, with an emphasis on the communities established when people arrive in a "new" land. Students will critically examine the issues that confront migrants, survivors, and refugees; the conditions that give rise to global movements of people; community and organization building; ideologies of home, return, and travel; and the negotiation of gender power and identity in diasporic settings. The course focuses on case material from specific diasporas, such as the Jewish, Chinese, African, South Asian and Native American.

Prerequisite: Open to juniors and seniors.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

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### WOST 324 Seminar: History, Memory and Women's Lives

Reverby

If a woman speaks of her experiences, do we get closer to the "truth" of that experience? How can oral history provide a window into the lives of women in the past and what does it close off? Analysis of methodological and theoretical implications of studying women's lives through oral histories as a way to end the silences in other historical forms. Special attention to be paid to other genres—history, fiction, ethnographies—as a foil to explore the strengths, and limitations, of the oral history approach.

Prerequisite: 120, 108 or 222 or History 257

Distribution: Epistemology and Cognition or Historical Studies

Semester: Fall

Unit: 1.0

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**WOST 325 International Treaty Law Relative to Women**

**NOT OFFERED IN 2000–01.** A close examination of international conventions and agreements on issues of particular concern to women. Through the women's treaties we will explore the most salient concerns of the women's human rights movement. We will learn how issues become agendas become law. Treaties under consideration will include: The Slavery Convention, 1926 and the Supplementary Slavery Convention, 1956; The Convention on the Political Rights of Women, 1953; The Convention on the Elimination of All Forms of Discrimination Against Women 1979; The European Convention on Human Rights, 1953; Inter-American Convention on Human Rights, 1969; The African Charter on Human and Peoples Rights, 1981, and several "lesser" conventions from the International Labour Organization (ILO), UNESCO and WHO. We will examine the central principles of international human rights: equality and non-discrimination, as well as theories of the law's relativity or universality.

Prerequisite: By permission of the instructor.  
Distribution: Social and Behavioral Analysis  
Semester: N/O

Unit: 1.0

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**WOST 350 Research or Individual Study**

Prerequisite: Open to seniors by permission.  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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**WOST 350H Research or Individual Study**

Prerequisite: Open to seniors by permission.  
Distribution: None  
Semester: Fall, Spring

Unit: 0.5

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**WOST 360 Senior Thesis Research**

Prerequisite: By permission of the department. See Academic Distinctions.  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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**WOST 370 Senior Thesis**

Prerequisite: 360  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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**Related Courses**

*For Credit Toward the Major*

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**AFR 208 Women in the Civil Rights Movement**

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**AFR 212 Black Women Writers**

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**AFR 217 African-American Families**

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**AFR 222 Blacks and Women in American Cinema**

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**AFR 305/SOC 305 African-American Feminism**

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**AFR 318 Seminar. African Women, Social Transformation and Empowerment**

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**AFR 335 Women Writers of the English-Speaking Caribbean**

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**AFR 341/SOC 341 Topics in Africana Social Science**

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**ANTH 236 The Ritual Process: Magic, Witchcraft and Religion**

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**ANTH 238 The Vulnerable Body: Anthropological Understandings**

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**ANTH 269 Anthropology of Gender, Marriage and the Family**

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**ANTH 346 Colonialism, Development, Nationalism and Gender**

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**ARTH 230 Frank Lloyd Wright and the American Home**

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**ARTH 233 Domestic Architecture and Daily Life**

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**ARTH 309 Seminar. Problems in Architectural History**

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**ARTH 364 Women Filmmakers: History and Theory of Subversion**

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**ARTS 265 Intermediate Video Production**

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**CHIN 330 Women in Chinese Literature (in English)**

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**CLCV 104 Classical Mythology**

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**CLCV 215/315 Women's Life in Greece and Rome**

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**ECON 243 Race and Gender in U.S. Economic History**

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**ECON 343 Seminar: Feminist Economics**

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**EDUC 306 Seminar. Women, Education and Work**

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EDUC 309 Seminar: Child Care Policy in the United States

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EDUC 312 Seminar. History of Child Rearing and the Family

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ENG 114 Race, Class, and Gender in Literature

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ENG 272 The Victorian Novel

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ENG 286 New Literatures II

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ENG 363 Advanced Studies in American Literature

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ENG 364 Seminar. Race and Ethnicity in American Literature

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ENG 383 Women in Literature, Culture, and Society

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EXTD 103 Introduction to Reproductive Issues

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EXTD 202 Multi-Disciplinary Approaches to Abortion

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EXTD 203 Ethical and Social Issues in Genetics

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EXTD 204 Women and Motherhood

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EXTD 300 Ethical and Policy Issues in Reproduction

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EXTD 334 Seminar. Literature and Medicine

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FREN 208 Women and the Literary Tradition

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FREN 240 Images of Women in French Film

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FREN 304 Male and Female Perspectives in the Eighteenth-Century Novel

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FREN 316 Duras

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FREN 318 Modern Fiction

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FREN 319 Women, Language, and Literary Expression

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FREN 329 Colette/Duras: "A Pleasure Unto Death"

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GER 244 German Cinema 1919–1945 (in English)

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GER 245 Constructing the Other in German Cinema (in English)

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GER 255 The Woman Question: 1750–1900

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GER 329 Readings in Eighteenth-Century Literature

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HIST 221 Women, Science and Gender in Historical Perspective

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HIST 257 History of Women and Gender in America

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HIST 294 Immigration in America

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HIST 301 Seminar. Women of Russia: A Portrait Gallery

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HIST 342 Seminar. Women, Work and the Family in African History

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HIST 345 Seminar. The American South

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HIST 364 Seminar. Women in Islamic Society: Historical Perspectives

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ITAL 249 Seminar. The Cinema of Transgression (in English)

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LANG 238 Sociolinguistics

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ME/R 248 Medieval Women Writers

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PHIL 218 Feminist Philosophy of Science

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PHIL 227 Philosophy and Feminism

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PHIL 249 Medical Ethics

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POL1 320 Seminar. Inequality and the Law

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POL2 307 Seminar. Women and Development

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POL3 322 Seminar. Gender in World Politics

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POL4 344 Seminar. Feminist Political Theory

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PSYC 245 Cultural Psychology

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PSYC 303 Psychology of Gender

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PSYC 317 Seminar. Psychological Development in Adults

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PSYC 329 Seminar. Psychology of Adulthood and Aging

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PSYC 340 Organizational Psychology

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PSYC 347 Seminar. Culture and Social Identity

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REL 225 Women in Christianity

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REL 243 Women in the Biblical World

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REL 316 Seminar. The Virgin Mary

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REL 323 Seminar: Feminist Theologies

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SOC 206/AFR 208 Women in the Civil Rights Movement

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SOC 209 Social Inequality

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SOC 217 Power: Personal, Social, and Institutional Dimensions

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SOC 305/AFR 305 African-American Feminism

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SOC 341/AFR 341 Seminar: Topics in Africana Social Science

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SPAN 253 The Latin American Short Story

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SPAN 255 Chicano Literature: From the Chronicles to the Present

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SPAN 259 Women Writers of Latin America

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SPAN 260 Women Writers of Spain, 1970 to the Present

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SPAN 265 Introduction to Latin American Cinema

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SPAN 267 The Writer and Human Rights in Latin America

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SPAN 269 Caribbean Literature and Culture

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SPAN 271 Intersecting Currents: Afro Hispanic and Indigenous Writers in Contemporary Latin American Literature

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SPAN 287 Women in the Americas: Empowering Diversity

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SPAN 305 Hispanic Literature of the United States

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SPAN 327 Seminar: Latin American Women Writers: Identity, Marginality and the Literary Canon

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THST 212 Representations of Women on Stage

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## Directions for Election

A major in Women's Studies offers an opportunity for the interdisciplinary study of women from the perspectives of the humanities, sciences, and social sciences. Women's Studies majors seek an understanding of the new intellectual frameworks that are reshaping thought about the meaning and role of gender in human life. Majors pursue knowledge of gendered experiences in diverse cultures and across time, examining the ways in which race, social class, sexuality and ethnicity are constitutive of that experience.

Beginning with the class of 1998, a major in Women's Studies will require nine (9) units taken both within the department and through the cross-listed courses taught in other departments. Of these, two units must be 300-level courses (not counting 350, 350H, 360 or 370). Not more than two units can be 100-level courses.

Students are encouraged to enter the department through one of the three core units: WOST 120 (Introduction to Women's Studies), WOST 108 (The Social Construction of Gender), or WOST 222 (Women in Contemporary American Society). Majors must take ONE of these units as a required course. Apart from this one required unit (120, 108 or 222), majors must elect at least three other units offered within the Women's Studies department, of which one should be a seminar. Students majoring in Women's Studies must elect four of the nine units in such a way that they form a "concentration", i.e. have a focus or central theme in common. Such concentration should include relevant method and theory units in the area of concentration and must be discussed with and approved by a Women's Studies faculty advisor, in consultation with whom she will design her major program.



## The Capstone Experience in Women's Studies

As of the class of 2001 all majors will be required to select a capstone experience, with the guidance of their adviser, from the following three options. Students should begin to think about which option would best fit their concentration when they declare the major. They must declare their option by the end of their Junior year. Declared options will be approved by the faculty.

Option 1: WOST 312 (Seminar) Feminist Inquiry

Option 2: WOST 313: Fieldwork in Women's Studies

Option 3: WOST 360/370 Senior Thesis

This option is the traditional senior Honors thesis which requires two units over the senior year. See Academic Distinctions in the Wellesley College Bulletin for requirements and permission. Students may combine options 2 and 3 if the project fulfills the thesis requirements. A thesis does not need to have an experiential component but typically it is based on some original research.

A minor in Women's Studies consists of five courses, of which one must be chosen from among WOST 120, WOST 108 or WOST 222, and of which one must be a 300-level course (not 350 or 350H) offered within the department. A total of at least three courses must be taken within the Women's Studies department. Minors must devise a three-course "concentration" (see above) in consultation with a Women's Studies faculty advisor (the Chair or any of the four Women's Studies faculty members). Not more than one unit can be a 100-level course.

## Women's Studies AP Policy

Women's Studies does not allow students to count AP credits towards the fulfillment of the major or minor.

# The Writing Program

Director: *Wood*

Assistant Professor: *Schwartz*<sup>A2</sup>

Senior Lecturer: *Viti, Wood*

Lecturer: *Iwanaga, Johnson*

Visiting Instructor: *Goldoftas*

Writing is central to academic life at Wellesley and will continue to play an important role in most students' lives after they graduate, whether they choose majors in the sciences, the social sciences, or the humanities. Writing 125 provides a common introductory experience in college-level thinking and writing for all students at Wellesley and is also assumed to provide the base for writing assigned in later courses. Writing 125 courses are taught by faculty from many departments as well as by a team of writing professionals; all Writing 125 faculty view writing as an important part of their own professional lives and are committed to helping Wellesley students learn to use writing as a powerful tool of thought and expression, a way to gain entrance to public discourse.

All Writing 125 courses have the primary goal of helping students establish a useful writing process, from developing ideas through revision. All sections provide instruction in analysis and interpretation, in argument and the use of evidence, in the development of voice, and in the conventions of academic writing, including writing from sources. Students may choose to take a standard Writing 125 course (meeting two periods a week and addressing a small, well-defined topic related to the instructor's expertise), or to study writing as part of an introductory course in another department (these "combined courses" are designated with a slash in the course title; all carry one unit of credit, fulfill distribution and/or major requirements, and meet for at least three periods each week).

All students are required to take Writing 125 in either the fall or spring semester of their first year at Wellesley. Students who lack confidence in their writing are advised to take Writing 125 in the fall and to select one of the sections designated for underconfident writers (7, 8, 12, 13, 18). Davis Scholars and transfer students who have not met the Writing Requirement may opt to take Writing 225, a changing topics course that will each year take up a specific non-fiction writing genre, for example, travel writing, literary reviewing, memoir, or journal writing.

Students who wish to pursue the study of writing beyond Writing 125 may select independent study in writing (Writing 250 for a full unit or

Writing 250H for a half unit of credit) with a member of the Writing Program staff, but they should also be aware that many courses at Wellesley are taught writing intensively, offering the opportunity to study writing as part of their disciplinary study.

Below are descriptions of the Writing 125 sections offered in 2000–01. Students are invited to indicate a list of preferences, which will be honored as far as possible. PLEASE NOTE: Students may not take a second semester of Writing 125 unless they have the written consent of the Director of the Writing Program.

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## SEMESTER I

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### WRIT 125 01, 02/ENG 120 Critical Interpretation

*Tyler, Rodensky (English)*

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. *This course satisfies both the Writing 125 and the English 120 requirements. Includes a third session each week.*

Prerequisite: Open to all first-year students but primarily recommended for prospective English majors.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

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### WRIT 125 03/ENG 121 Reading Fiction. Topic A: The American Short Story: Past and Present

*Sides (English)*

In “Unlikely Stories: The Quiet Renaissance of American Short Fiction,” Vince Passaro argues that Lorrie Moore, Denis Johnson, and Rick Moody, among others, represent a new generation of writers whose work is “more idiosyncratic in its voices, less commercial in its approach” (*Harper’s*, August 1999). We will survey the American short story tradition beginning with Edgar Allan Poe, who is often credited with inventing the form, and ending with Passaro’s and our own contemporary heroes. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in English. Includes a third session each week.*

Prerequisite: Open to all first-year students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### WRIT 125 04, 05/ARTH 100 Introduction to the History of Art: Ancient and Medieval Art *Bedell, Rhodes (Art)*

A foundation course in the history of art, part 1. From the ancient Egyptian pyramids to the Buddhist temples of India, from the mosques of Arabia to the Gothic cathedrals of Europe, the course introduces the visual cultures of the Ancient and Medieval worlds using key monuments and issues as the focus. Students in this section of ARTH 100 will attend the same twice-weekly lectures as the other ARTH 100 students, but their assignments will be different, and they will attend two special Writing 125 conferences each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

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### WRIT 125 06/ENG 121 Reading Fiction. Topic B: The Brontës

*Cohen (English)*

Centering on analysis and interpretation of novels by Emily and Charlotte Brontë (including *Wuthering Heights*, *Jane Eyre*, *Shirley*, and *Villette*), this course will also consider the childhood writing and imaginary worlds of the four Brontë siblings. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in English. Includes a third session each week.*

Prerequisite: Open to all first-year students.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

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### WRIT 125 07, 08 The Role of Stories

*Schwartz (The Writing Program)*

This course looks at the rich and various roles stories play. We look at the short story as a literary form, examining the techniques by which writers reveal their visions. This section is appropriate for students who have not done much writing in high school or who perhaps lack confidence in writing (but who love to read stories).

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

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**WRIT 125 09 Spiritual Journeys**

*Ward (Special Project Director)*

This course is part of the First Year Experience cluster, Spiritual Journey as Education. In it we will examine the spiritual reflections of women and men across cultures and history. We will focus on the nature and meaning of spirituality, adolescence and spiritual awareness and development, the attainment of inner and outer peace and peace in the world as a goal of spiritual life, and place as a locus of spiritual awareness and connection to the transcendent. We will read from the reflections of, among others, the Quaker thinker and educator, Parker Palmer; the Buddhist monk, Thich Nhat Hanh; the twentieth century American pilgrim, Peace Pilgrim; the Lubavitcher rabbi, Menahem Mendel Schneerson; the American essayist, Frederick Buechner; and some spiritual reflections from native peoples in this country.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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**WRIT 125 10 Privacy and the Law**

*Viti (The Writing Program)*

In this course we will read cases and essays focusing on the developing law of privacy, from *Griswold v. Connecticut* through the most recent United States Supreme Court decisions affecting our privacy rights. Students will write papers analyzing these cases and articles, and presenting arguments based on the issues contained in the readings.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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**WRIT 125 11 Watching the Supreme Court**

*Viti (The Writing Program)*

We will read and write about landmark United States Supreme Court cases such as *Marbury v. Madison*, *Lochner v. New York*, *Brown v. Board of Education*, *United States v. Nixon*, and *Roe v. Wade*. Writings (and broadcasts) of Supreme Court watchers such as Laurence Tribe, Woodward and Bernstein, and Nina Totenberg will also be grist for our writing mill.

Prerequisite: None  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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**WRIT 125 12 Women and Memoir: Shaping a Life**

*Johnson (The Writing Program)*

This course explores how writers select and fashion events from their own lives to provide context for their ideas. For women writers especially, this "revision" of personal experience has proved a powerful forum for addressing artistic, social, and political issues. Readings will include essays and selections from autobiographies by Virginia Woolf, Maya Angelou, Alice Walker, Maxine Hong Kingston, and Joan Didion.

Prerequisite: None  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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**WRIT 125 13 Leaving a Trace: Women's Lives at Crossroads**

*Johnson (The Writing Program)*

The instinct to leave a trace of a life, as Virginia Woolf notes, is the first stage in the journey from private to public voice. Yet how do writers develop the courage to write for an audience? This course focuses on young women at crucial life junctures, who often resist social pressures in order to define voice and identity on their own terms. Drawing from journals and memoir, as well as literature by psychologists such as Carol Gilligan, the course examines how historical and social adversity, including issues of gender and body image, shape self-expression.

Prerequisite: None  
Distribution: None  
Semester: Fall, Spring

Unit: 1.0

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**WRIT 125 14 Arguing in Public Places**

*Wood (The Writing Program)*

This is a course in rhetoric and argumentation. We will analyze examples and strategies from classical rhetoric and then apply what we have learned to current sites of public argument (television and radio talk shows, internet discussion lists, newspaper and magazine articles, and scholarly publications) asking whether and how traditional strategies of persuasion apply in the contemporary, media-dominated world.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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**WRIT 125 15 Law/Culture/Violence:  
Ethnographic Writing about Legal Scenes**

*Merry (Anthropology)*

This course in the anthropology of law examines the cultural diversity of law and its varying relationships to violence and social ordering. After reading anthropological studies of law and violence in village societies in the Pacific and Africa, we will look at Foucault's theories about the changing relations between law and violence at the beginnings of modernity in France and then move to the study of law, culture, and violence in the United States. Students will write about their own experiences with conflict and rule making as well as observing and writing about how courts manage violence and articulate social norms.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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**WRIT 125 16 Women Writers and Human Rights: An International Perspective**

*Agosin (Spanish)*

This course will explore the multifaceted expressions of twentieth century women writers as they address issues pertaining to the global concept of human rights. Themes such as exile, censorship and self-imposed censorship as well as resistance and refusal will be studied in conjunction with the role of women writers as social activists.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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**WRIT 125 17 Readings in the Postcolonial**

*Cudjoe (Africana Studies)*

Elleke Boehmer has noted that the term "postcolonial" does not simply refer to that which 'came after' empire. Postcolonial literature is that which critically scrutinizes the colonial relationship. By examining five texts of empire, we will consider different approaches to writing and different styles of writing, and will explore different ways to discourse about them. Although these texts have their origins in the slave, colonial, and independent experiences, each illuminates aspects of the contemporary world. Texts include Edwidge Danticat, *Eyes, Breath, Memory*; Alejo Carpentier, *In the Kingdom of this World*; Maryse Conde, *I Tituba; The Narrative of Mary Prince*; and Selwyn R. Cudjoe, ed., *Michel Maxiwel Philip*.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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**WRIT 125 18 Growing Up in the U.S.**

*Iwanaga (The Writing Program)*

This course focuses on contemporary fiction that deals with topics such as racism, sexism, and generational conflicts as experienced by children and young adults from traditionally marginalized groups—ethnic minorities and immigrants. In writing about these works, each student will practice techniques of analysis and argument as she develops her own voice. Please note: Enrollment in this course is limited to students who speak English as a second or additional language.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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**WRIT 125 19 What is the Plural of Y'all?  
Literatures in Nonstandard English**

*Moll (English)*

Although English is spoken and read throughout the world, it does exist in many forms. This course will examine Irish, Scottish and Caribbean authors, and the artistic decisions made by those who write in the language of the colonizer. We will survey the issues associated with variations in English, examine early attempts to "improve" it, and conclude with the public policy debate surrounding Ebonics.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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**WRIT 125 20 It's About Time**

*Coleman (Chemistry)*

What is time? How do various cultures define and perceive time? Is there an "arrow of time"? How is time used as a literary device? How are space and time linked? Is time travel possible? We will explore these and other questions related to time as we read and write about works by scientists, philosophers, anthropologists, historians and writers of fiction (assuming that we have enough time).

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit: 1.0

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**WRIT 125 21 Contemporary Writers of New England: Defining a Poetics of Place**

*Barber (English)*

In our reading and analysis of poetry and prose by Jane Kenyon, Donald Hall, Galway Kinnell, and Jane Brox, we will focus on the ways in which the land and landscape of New England



define an interior as well as a geographical terrain. We will explore the relationship of these writers to predecessors such as Thoreau, Dickinson, and Frost as we develop a vocabulary to describe the poetics of place embedded in the works of each writer.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit 1.0

**WRIT 125 22 Writing About the Environment**

*Goldoftas (The Writing Program)*

This course looks at different dimensions of our natural and urban environments, asking how our surroundings affect us and how we cultivate and change them. Themes include the importance of wilderness in the western environmental movement; ways that our views of nature have changed historically; the religious foundations of our approach to land and resource use; economic assumptions about the interplay between environment and development; and questions of environmental justice.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit 1.0

**WRIT 125 23 Public Health: Epidemics and Other Battles**

*Goldoftas (The Writing Program)*

This course looks at early efforts to improve public health in the United States; social attitudes toward disease; the effects of race and economic class on health; and the causes, challenges, and mysteries of new and emerging diseases. We will examine case studies that include Gulf War Disease, HIV and AIDS, the health effects of toxic exposures, and the growing threat of antibiotic resistance.

Prerequisite: None  
Distribution: None  
Semester: Fall

Unit 1.0

**WRIT 250 Research or Individual Study**

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the Director of The Writing Program required.

Distribution: None  
Semester: Fall, Spring

Unit: 1.0

**WRIT 250H Research or Individual Study**

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the Director of The Writing Program required.

Distribution: None  
Semester: Fall, Spring

Unit: 0.5

**SEMESTER II**

**WRIT 125 01, 02, 03/ENG 120 Critical Interpretation**

*Hickey, Noggle, Shetley (English)*

Please refer to description for WRIT 125 01, 02/ENG 120, Semester I.

**WRIT 125 04/ARTH 101 Introduction to the History of Art: Renaissance to the Present**

*Rhodes (Art)*

A foundation course in the history of art, part 2. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Africa, and the Americas, beginning with the Renaissance, using key issues and monuments as the focus of discussion. Students in this section of ARTH 101 will attend the same twice-weekly lectures and weekly conferences as the other ARTH 101 students, but their assignments will be different, and they will attend two special Writing 125 conferences each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.  
Distribution: Arts, Music, Theatre, Film, Video  
Semester: Spring

Unit: 1.0

**WRIT 125 05/CLCV 120 Troy and the Poets Colaizzi (Classical Studies)**

The myths of the Trojan War begin the Classical tradition in literature. In considering how gods and mortals interact, the Greek and Roman poets continually return to these stories as they change their ideas about heroism; divine power; religious obligation; private and public responsibility; sexual passions; glory, death and the after-life. We will read selections from Homer's *Iliad* and *Odyssey*, the Greek dramatists, and Vergil's *Aeneid*, as well as modern critics and poets who reinterpret these works. *This course satisfies the Writing 125 requirement and counts as a unit toward the Classical Civilization major. Includes a third session each week.*

Prerequisite: Open to all first-year students.  
Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

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**WRIT 125 06/EDUC 102 Education in Philosophical Perspective**

*Haues (Education)*

What are the leading educational ideas of the past and the present, and how can we make use of them? How can we better understand and guide learning? We will pursue these and similar questions through reading, reflection, discussion, and writing. Topics include: learning and teaching, educational aims and values, curriculum and schooling. *This course satisfies the Writing 125 requirement and counts as a unit toward the Education minor. Includes a third session each week.*

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

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**WRIT 125 07/SOC 138 The Social Construction of Conformity and Deviance: An Introduction to Sociology**

*Silbey (Sociology), McCormack (Sociology)*

Why are some behaviors, differences, and people stigmatized and considered “deviant” while others are not? Why do some people appear to conform to social expectations and rules while others are treated as different and deviant? This course examines theoretical perspectives on deviance which offer several answers to these questions. It focuses on the creation of deviance as an interactive process: how people enter deviant roles and worlds, how others respond to deviance, and how deviants cope with these responses. It describes conformity and deviance as inescapably linked; to understand deviance, we must discover the forms and conditions of conformity. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Sociology.*

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

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**WRIT 125 08 Sisters in Crime**

*Lynch (English)*

From Nancy Drew to Miss Marple, a study of detective fiction by and about women. We will read five mystery novels from a variety of genres—hardboiled, academic, and English country house—and will compare at least one novel with its film version. Scholarly essays and standard histories of the mystery genre will provide students with models for academic writing.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 09 Literature into Film**

*Ko (English)*

This course will explore the translation of literary works into film. We will think not only about how film adaptations reflect and comment on the original literary works, but also about the ways in which films stand on their own as independent works of art. Works studied will include: Martin Scorsese’s adaptation of Edith Wharton’s *Age of Innocence*, *Shakespeare in Love* and Baz Luhrmann’s *Romeo and Juliet* in relation to Shakespeare’s original, and the movie *Clueless* in relation to Jane Austen’s *Emma*.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 10 The Story and the Writer**

*Cezair-Thompson (English)*

Students will read and discuss stories by a wide range of writers including James Joyce, Flannery O’Connor, and Gabriel Garcia-Marquez. Essays will be based on these readings.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 11 Leaving a Trace: Women’s Lives at Crossroads**

*Johnson (The Writing Program)*

Please refer to description for WRIT 124 13, Semester I.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

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**WRIT 125 12 Women and Memoir: Shaping a Life**

*Johnson (The Writing Program)*

Please refer to description for WRIT 125 12, Semester I.

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**WRIT 125 13 Law, Literature and Film**

*Viti (The Writing Program)*

We will read and write about short works of fiction and nonfiction, as well as popular films that reflect society’s values concerning law and justice. Readings selected from works of Elie Weisel, Franz Kafka, and Jeanne Houston, and popular and classic films such as *Inherit the Wind*, *To Kill a Mockingbird*, *The Verdict*, *Dead Man Walking*, and *The Firm*.

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

**WRIT 125 14 Watching the Supreme Court**  
*Viti (The Writing Program)*

Please refer to description for WRIT 125 11,  
Semester I.

**WRIT 125 15 Probing “Diversity”**  
*Vega (Spanish)*

A look at the concept of diversity in today’s education. We will examine initiatives and trends associated with issues of difference, including affirmative action, multiculturalism, bilingualism, and globalization, as well as controversies surrounding these currents. In addition to published essays, statistical surveys and personal accounts, we will consider the uses of the Internet in communicating (and opposing) diversity initiatives.

Prerequisite: None  
Distribution: None  
Semester: Spring

Unit: 1.0

**Writing 125 16: Caught Between Cultures:**  
**Identity, Choice, and the Hyphenated**  
**American**

*Iwanaga (The Writing Program)*

What happens when people identify with (or *are identified* as having) a particular ethnicity? In this course we examine how non-Anglo writers have contended with the issues they face living in this predominantly Anglo society: stereotyping, culture clashes, racism, and Old World parental expectations.

Prerequisite: None  
Distribution: None  
Semester: Spring

Unit: 1.0

**WRIT 125 17 The Image of Islam in Western**  
**Literature, Media, and the Arts**  
*Rollman (History)*

Through critical evaluation of selected texts and images produced by European and American travelers, academics, journalists, and artists during the nineteenth and twentieth century, the course will explore how to examine the cultural stereotypes that have had, and continue to have, a formative impact on how Islam, Muslims, and the Middle East are depicted and understood in the West. Students will analyze the processes by which these representations and assumptions are created and perpetuated, their impact in specific historical contexts, and their relevance to a consideration of broader issues centered on intercultural communication and understanding, the

production and use of knowledge, and the relationship between cultural stereotypes and other arenas of human interaction.

Prerequisite: None  
Distribution: None  
Semester: Spring

Unit: 1.0

**WRIT 126 Writing Tutorial**  
*Wood (The Writing Program)*

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student’s particular needs and interests. Tutorial meetings are individually arranged by students with their tutors. *Mandatory credit/noncredit.*

Prerequisite: Open to students from all classes by permission of the instructor.  
Distribution: None  
Semester: Spring

Unit: 1.0

**WRIT 225 Non-Fiction Writing**

Writing 225 is a changing topics course that will each year take up a particular non-fiction writing genre. Davis Scholars and transfer students who have not met the writing requirement may opt to take Writing 225, as may other students who have already fulfilled the writing requirement.

**Topic for 2000–01: Memoir and Personal Essay**  
*Rosenwald (English)*

A range of writing assignments around the related genres of the essayistic memoir and the personal essay. Students will write critical essays about texts in these genres, imitations of texts in these genres, original work in these genres, and a research paper about a particular essayist or memoirist. Possible authors include Michel de Montaigne, Henry David Thoreau, D.H. Lawrence, George Orwell, Virginia Woolf, W.H. Auden, Martin Luther King, and Adrienne Rich.

Prerequisite: None  
Distribution: Language and Literature  
Semester: Spring

Unit: 1.0

**WRIT 250 Research or Individual Study**

Please refer to description for WRIT 250,  
Semester I.

**WRIT 250H Research or Individual Study**

Please refer to description for WRIT 250H,  
Semester I.

# Courses in Health and Society

The anthropologist Mary Douglas observed that “the human body is always treated as an image of society and...there can be no natural way of considering the body that does not involve at the same time a social dimension.” Similarly, how we perceive our bodies, how they are treated by the health care system, how medicine and health care shape how we see ourselves are critical questions we must all face. Courses in Health and Society include ones that examine the workings of the human body and mind and ones that take a broad look at the relationship between health and larger cultural and societal issues. These courses encourage students to confront the ethical, social and political issues in the creation of health and science, and they allow students to consider the broad issues that link the body to the body politic. They offer valuable perspectives to enrich students planning careers in the health field and benefit anyone confronting health care in today’s complex world.

Although there is no departmental or interdepartmental major in Health Studies, these courses enrich and enlarge concentrations in a variety of disciplines. They also demonstrate how different disciplines contribute to understanding a topic (health) and an institution (the health care system) that affect all our lives. Students who plan to apply for admission to medical school should consult the section on Preparation for Medical School in this catalogue.

**ANTH 204** Physical Anthropology

**ANTH 238** The Vulnerable Body: Anthropological Understandings

**BISC 107** Biotechnology

**BISC 109** Human Biology with Laboratory

**BISC 209** Microbiology with Laboratory

**BISC 213** The Biology of Brain and Behavior with Laboratory

**BISC 314** Immunology with Laboratory

**CLCV 116** Greek and Latin Roots in English Vocabulary

**CLCV 241** Medicine and Science

**ECON 232** Health Economics

**EXTD 103** Introduction to Reproductive Issues

**EXTD 202** Multi-Disciplinary Approaches to Abortion

**EXTD 203** Ethical and Social Issues in Genetics

**EXTD 204** Women and Motherhood

**EXTD 300** Ethical and Policy Issues in Reproduction

**EXTD 334** Seminar: Literature and Medicine

**PE 205** Sports Medicine

**PHIL 249** Medical Ethics

**PHYS 222** Medical Physics

**PSYC 219** Physiological Psychology

**PSYC 302** Health Psychology

**PSYC 318** Seminar: Brain and Behavior

**SOC 314** Medical Sociology and Social Epidemiology

**WOST 220** American Health Care History in Gender, Race and Class Perspective

**WOST 235** Cross-Cultural Sexuality

**WRIT 125 23** Public Health: Epidemics and Other Battles



# Courses in Legal Studies

Law is a central institution in the organization of social life, and legal doctrines and procedures play an important role in establishing collective values, mediating conflicts between individuals and groups, and resolving questions of state power. Legal materials provide a rich ground for developing reading and interpretive skills, and for promoting serious inquiry into visions of the good and the just, the dimensions and limits of private and public decision-making, and conflicts between consent and coercion. Finally, cross-cultural and historical analyses offer students opportunities to explore the ways in which legal institutions and practices help create diverse social identities and communities. Students wishing to explore a range of legal materials, analytical frameworks, and institutions are encouraged to select courses from several perspectives and disciplines.

There is no departmental or interdepartmental major in Legal Studies; however, coursework in this area can enrich and enlarge concentrations in a variety of disciplines. Students who plan to apply for admission to law school should consult the section on Preparation for Law School in this catalog.

CLCV 243 Roman Law

ECON 325 Law and Economics

EXTD 202 Multi Disciplinary Approaches to Abortion

EXTD 203 Ethical and Social Issues in Genetics

EXTD 254 Imaginary Crimes and Courts: The Law in Literature

EXTD 300 Ethical and Policy Issues in Reproduction

HIST 258 Freedom and Dissent in American History

PHIL 326 Philosophy of Law

POL1 215 Courts, Law, and Politics

POL1 311 The Supreme Court in American Politics

POL1 320S Seminar. Inequality and the Law

SOC 207 Criminology

SOC 338 Seminar. Topics in Deviance, Law and Social Control

WRIT 125 10 Privacy and the Law

WRIT 125 11, 14 Watching the Supreme Court

WRIT 125 15 Law/Culture/Violence: Ethnographic Writing about Legal Scenes

WRIT 125 13 Law, Literature & Film

# Courses in Literature in Translation

Students should note that a number of foreign language departments offer literature courses in translation. All material and instruction is in English and no knowledge of the foreign language is required for these courses.

CHIN 206 Unmasking Confucian Voices: From Antiquity to the 10th Century (in English)

CHIN 207 Chinese Vernacular Literature: Fiction and Drama 10th to 19th Century (in English)

CHIN 208 The Tumultuous Century: 20th Century Chinese Literature (in English)

CHIN 243 Chinese Cinema (in English)

CHIN 330 Women in Chinese Literature (in English)

CHIN 340 Topics in Chinese Literature (in English)

CLCV 102 Uncovering the Ancient World: An Introduction to the Worlds of Greece and Rome

CLCV 104 Classical Mythology

CLCV 111 Comedy: Old, New and Ever Since

CLCV 117 Selected Texts

CLCV 210/310 Greek Tragedy: Plays, Politics, Performance

CLCV 211/311 Epic and Empire

CLCV 212/312 On the Road: Travel in Literature and Film from Homer's *Odyssey* to *Thelma and Louise*

CLCV 215/315 Women's Life in Greece and Rome

EXTD 254 Imaginary Crimes and Courts: the Law in Literature

GER 265 Literature and Empire: Myth and History in the Hapsburg Dynasty

GER 268 Richard Wagner: His Critics and Defenders

ICPL 330 Seminar. Comparative Literature. Topic for 2000–01: The Languages of Lyric

ITAL 249 The Cinema of Transgression (in English)

ITAL 261 Italian Cinema (in English)

ITAL 262 Religion and Spirituality in Italian Cinema (in English)

ITAL 263 Dante (in English)

ITAL 264 Italian Film and Postmodernity (in English)

JPN 251 Japan Through Literature and Film (in translation)

JPN 256 Japanese Film: The Restaging of a Culture

JPN 351 Seminar. Theaters of Japan

JPN 352 Seminar. Modern Japanese Writers

ME/R 245 Introduction to Medieval Literature

ME/R 246 Monsters, Villains, and Wives

ME/R 247 Arthurian Legends

ME/R 248 Medieval Women Writers

ME/R 249 Imagining the Afterlife

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection (in English)

RUSS 252 Russian Modernism: Explosion of Matter and Mind (in English)

RUSS 253 Russian Drama (in English)

RUSS 254 Decoding the World: Symbolism in Russian Culture (in English)

RUSS 271 Russia's "Golden Age" (in English)

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel (in English)

RUSS 276 Fedor Dostoevsky: The Seer of Spirit (in English)

RUSS 286 Vladimir Nabokov (in English)

SPAN 263 Latin American Literature: Fantasy and Revolution

# Courses in South Asian Studies

The following are courses focusing exclusively on South Asia. There are many additional classes with strong South Asian components but a broader scope, such as Introduction to Asian Religions, Politics of Community Development, or Islam in the Modern World.

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ANTH 241 Peoples and Cultures of South Asia

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PHIL 232 Vedanta Ethics and Epistemology

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PHIL 332 Philosophy of Yoga

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POL2 211 Politics of South Asia

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REL 251 Religions in India

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REL 351 Seminar. Religion and Identity in Modern South Asia

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WOST 215 Gender and Empire: Masculinities, Feminisms and the Making of Imperial Authority (*offered in 2000–01 only*)

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WOST 280 Gender and Writing in South Asia

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WOST 309 Women in South Asia: State, Society and “Progress” in the Colonial and Post-colonial Periods (*offered in 2000–01 only*)

# First-Year Experience Courses 2000–2001

The First-Year Experience offers the following courses exclusively for First-Year Students in addition to the courses in the Writing Program. Designed to help First-Year Students make the successful transition from high school course work to college course work, each course offers small class size and focused instruction to delve more deeply into the content of the course and to develop the skills necessary to master the discipline.

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CLCV 111 Comedy: Old, New, and Ever Since  
*Colaizzi*

The comic plays of Greece and Rome are the ancestors of sitcom and soap opera, stage show and screenplay. Aristophanes offered fantasy, political satire, and fierce social commentary. Menander, Plautus, and Terence all feature domestic intrigues, ridiculous dilemmas, and stock characters. We will read and view some of their plays, along with Shakespeare’s *The Comedy of Errors*, Goldsmith’s *She Stoops to Conquer*, Sheridan’s *The Rivals*, Oscar Wilde’s *The Importance of Being Earnest*, and *A Funny Thing Happened on the Way to the Forum*. Includes a third meeting.

Prerequisite: None  
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature  
Semester: Fall Unit: 1.0

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## WOST 111 American Families and Social Equality

Hertz

American families are undergoing dramatic changes in social, political and economic arenas: the rise of the dual-worker family, the increasing number of single mothers, the demands of family rights by gay and lesbian families, and growing numbers of couples having children at older ages. The new economy poses real challenges for American parents as the social and economic gap between families continues. And, as women dedicate a greater proportion of their time to the workplace, more children are cared for outside the home. How do children view parent's employment and life outside the home? How do families manage to function when they have only limited hours together? What does fatherhood mean in these families? How much change has actually occurred in the "modern" division of labor? Using a provocative blend of social science, novels and memoirs, we will examine how gender, race, ethnicity and social class shape the experience of family life in the contemporary United States. *Includes a third meeting.*

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

## *Spiritual Journey as Education*

two-course sequence

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## WRIT 125 09 Spiritual Journeys

Ward (*Director of the First-Year Experience*)

This course is part of the First-Year Experience Cluster, Spiritual Journey as Education. In it we will examine the spiritual reflections of women and men across cultures and history. We will focus on the nature and meaning of spirituality, adolescence and spiritual awareness and development, the attainment of inner and outer peace and peace in the world as a goal of spiritual life, and place as a locus of spiritual awareness and connection to the transcendent. We will read from the reflections of, among others, the Quaker thinker and educator, Parker Palmer; the Buddhist monk, Thich Nhat Hanh; the twentieth century American pilgrim, Peace Pilgrim; the Lubavitcher rabbi, Menahem Mendel Schneerson; the American essayist, Frederick Buechner; and some spiritual reflections from native peoples in this country. *Includes a third meeting.*

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

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## REL 257 Contemplation and Action

Kodera

This course is part of the First-Year Experience Cluster, Spiritual Journey as Education. In it we will explore the relationship between the two polar aspects of being religious, contemplation and action. Materials drawn from across the globe, both culturally and historically. Topics include: self-cultivation and social responsibility; solitude and compassion; human frailty as a basis for courage; anger as an expression of love; non-violence; western adaptations of eastern spirituality; meditation and the environmental crisis. Readings selected from Confucius, Gautama Buddha, Ryokan, Mahatma Gandhi, Abraham Heschel, Dag Hammarskjöld, Simone Weil, Thomas Merton, Thich Nhat Hanh, Henri Nouwen, Beverly Harrison, Benjamin Hoff, Reuben Habito and others. *Includes a third meeting.*

Prerequisite: WRIT 125 09

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Spring

Unit: 1.0



## FACULTY

# Faculty

## Legend

- A Absent on leave  
A1 Absent on leave during the first semester  
A2 Absent on leave during the second semester

*Accurate as of June 1, 2000*

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### Kris Adams

*Instructor in Vocal Jazz*  
B.M., Berklee College of Music; M.M., New England Conservatory of Music

### Patricia Adams

*Instructor in Physical Education and Athletics*  
B.A., New York University

### Marjorie Agosin

*Professor of Spanish*  
B.A., University of Georgia; M.A., Ph.D., Indiana University

### Robin M. Akert

*Professor of Psychology*  
B.A., University of California (Santa Cruz); M.A., Ph.D., Princeton University

### Mary Mennes Allen

*Jean Glasscock Professor of Biological Sciences*  
B.S., M.S., University of Wisconsin; Ph.D., University of California (Berkeley)

### Sergio A. Alvarez

*Visiting Assistant Professor of Computer Science*  
B.S., Universidad Javeriana; M.S., Universidad de los Andes; Ph.D., University of Maryland (College Park)

### Scott D. Anderson

*Visiting Assistant Professor of Computer Science*  
B.S., Yale University; M.S., Ph.D., University of Massachusetts

### Harold E. Andrews III

*Professor of Geology*  
B.A., College of Wooster; M.A., University of Missouri; Ph.D., Harvard University

### Marcellus Andrews<sup>A</sup>

*Associate Professor of Economics*  
B.S., University of Pennsylvania; M.A., M.Phil., Ph.D., Yale University

### Mary E. Annavedder

*Instructor in Physical Education and Athletics*

### Susan R. Archambault

*Instructor in Psychology Laboratory*  
B.A., Wellesley College

### Diego Arciniegas

*Instructor in Theatre Studies*  
B.A., Williams College

### Silvia Ardagna

*Assistant Professor of Economics*  
Laurea in Economia Politica, M.A., Università Bocconi (Milan); Ph.D., Boston College

### Lilian Armstrong

*Mildred Lane Kemper Professor of Art*  
B.A., Wellesley College; M.A., Harvard University; Ph.D., Columbia University

### Chris R. Arumainayagam

*Associate Professor of Chemistry*  
A.B., Harvard University; Ph.D., Stanford University

### Adrienne Asch

*Henry R. Luce Professor in Biology, Ethics, and the Politics of Human Reproduction*  
B.A., Swarthmore College; M.S., Columbia University School of Social Work; Ph.D., Columbia University

### Jerold S. Auerbach

*Professor of History*  
B.A., Oberlin College; M.A., Ph.D., Columbia University

### Nancy Aykanian<sup>A</sup>

*Instructor in French*  
*Director, Wellesley-in-Aix*  
B.A., Wellesley College; M.A., University of California (Berkeley)

### John Babington

*Instructor in Physical Education and Athletics*  
B.A., Williams College; J.D., Harvard University

### Susan M. Bailey

*Professor of Education and Women's Studies*  
*Executive Director, Wellesley Centers for Women*  
B.A., Wellesley College; M.A., Ph.D., University of Michigan

### Laura Woeller Baker

*Instructor in Physical Education and Athletics*  
B.S., Cornell University

### Jennifer Barber

*Visiting Instructor in English*  
B.A., Colby College; M.A., Oxford University; M.F.A., Columbia University

**Paul Barringer**

*Instructor in Jazz Piano*  
*Director of "Prism"*

B.A., Bard College; M.M., New England  
Conservatory of Music

**Ann Streeter Batchelder**

*Professor of Physical Education and Athletics*  
B.A., Wheaton College; M.Ed., Framingham

State College; Ed.D., Boston University

**De Ama Battle**

*Instructor in Physical Education and Athletics*  
Ed.M., Cambridge School; Certificate, Burdett  
School

**Thomas J. Bauer**

*Instructor in Physics Laboratory*

B.A., Wabash College; M.A., University of  
Idaho

**Wendy Hagen Bauer**

*Professor of Astronomy*

B.A., Mount Holyoke College; M.S., Ph.D.,  
University of Hawaii

**Connie Lynn Bauman**

*Associate Professor of Physical Education and*  
*Athletics*

*Athletic Trainer*

B.S., Illinois State University; M.S., Arizona  
State University; Certificate, Indiana State  
University

**Barbara R. Beatty**

*Associate Professor of Education*

A.B., Radcliffe College; Ed.M., Ed.D., Harvard  
University

**Rebecca Bedell**

*Assistant Professor of Art*

B.A., Wellesley College; M.A., Ph.D., Yale  
University

**Barbara S. Beltz**

*Professor of Biological Sciences*

B.A., Mount Holyoke College; M.S., Ph.D.,  
Princeton University

**Priscilla J. Benson**

*Professor of Astronomy*

B.A., Smith College; M.A., Ph.D.,  
Massachusetts Institute of Technology

**Robert S. Berg<sup>A1</sup>**

*Professor of Physics*

A.B., Princeton University; M.A., Ph.D.,  
University of California (Berkeley)

**Joanne Berger-Sweeney<sup>A1</sup>**

*Associate Professor of Biological Sciences*

B.A., Wellesley College; M.P.H., University of  
California (Berkeley); Ph.D., Johns Hopkins  
University

**Patricia Gray Berman**

*Barbara Morris Caspersen Associate Professor*  
*of Art*

B.A., Hampshire College; M.A., Ph.D., New  
York University

**Stanley Berman**

*Visiting Associate Professor of Psychology*

B.A., University of Rochester; Ed.M., M.A.,  
Ph.D., Temple University

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# Travel Directions

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## By Car

- **From the West**  
Take the Massachusetts Turnpike to Exit 14 (Weston). Go south on Interstate 95 (Route 128) for 1/2 mile to Route 16, Exit 21B. Follow Route 16 West for 2.9 miles to a stoplight (5-way intersection) in the town of Wellesley; go straight on Route 135 (West). At the third traffic light, take a left into the main entrance of the College. Follow signs for admission parking.
- **From the East:**  
Take the Massachusetts Turnpike to Exit 16 (West Newton). Follow Route 16 West for 4.7 miles, using directions above.
- **From the North:**  
Take Interstate 95 South (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.
- **From the South:**  
Take Interstate 95 North (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.

## By Airplane

Options from Logan International Airport:

- Take a taxi directly to Wellesley College. See **Area Taxis**. Allow at least an hour for the commute. The fare will be approximately \$40.

Or

- Take the Logan Express bus, which picks up at all airline terminals, to Framingham. Allow at least an hour for the commute. Call 1-800-23-LOGAN for more information, 9 am–5 pm.

From Framingham, take a taxi to the College. See **Area Taxis**. Allow half an hour for the ride to Wellesley. The fare will be approximately \$16.

Or

- Take the free shuttle bus to the MBTA Subway stop. Take the Blue Line Inbound four stops to Government Center. Go upstairs and change to the Green Line. Ride an Outbound subway marked “RIVERSIDE-D” to Woodland, the second to last stop on the D line. Subway fare is \$.85.

From Woodland, take a taxi to the College. See **Area Taxis**. The fare will be approximately \$15.

Allow two hours for total commute.

## By Train

Options from the Amtrak terminal at South Station:

- From South Station, take the Framingham/Worcester Commuter Rail to the Wellesley Square stop. The commute is approximately half an hour. One-way fare is \$2.50 and is paid on the train. Exact change is not required.

Go up the stairs and turn left onto Crest Road; follow Crest a short distance. Take a right onto Central Street. Walk five minutes to the second set of lights. Cross the street to the entrance of the College. From there, allow 20 minutes to walk to your destination on campus.

*Note: The Commuter Rail runs on a schedule that can be accessed by calling 1-800-392-6100 or (617) 222-3200. Please call ahead when making travel plans; the schedule varies on weekends and holidays. You may also take the Commuter Rail to Wellesley from Back Bay Station.*

If you prefer, call a taxi from the Wellesley Square Commuter Rail stop. See **Area Taxis**. Fare will be approximately \$4.

Or

- From South Station, take the MBTA Subway (Red Line) Inbound two stops to Park Street. Go upstairs and change to the Green Line. Ride an Outbound subway marked “RIVERSIDE-D” to Woodland, the second to last stop on the D Line. Follow the above directions from Woodland.

## By Bus

- From Peter Pan and Greyhound terminals at South Station, use Commuter Rail directions above.

Or

- Take a Non-Express Greyhound or Peter Pan bus to the Riverside terminal. From there, take a taxi to the College. See **Area Taxis**. Commute from Riverside will be about 30 minutes. Fare will be approximately \$15.

*Note: Express buses DO NOT stop at Riverside.*

## Area Taxis

Veteran's Taxi  
(781) 235-1600  
Hours: 24 hours

Wellesley Transportation  
(781) 235-2200  
Hours: 7 am–11 pm

MetroWest Taxi  
(781) 891-1122  
Hours: 5 am–12 midnight

*All fares quoted are subject to change.*

*Travel time may vary during rush hour.*



The information contained in this Bulletin is accurate as of July 2000. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this Bulletin.

In accordance with the Student Right-to-Know and Campus Security Act (Public Law 101-542), the graduation rate for students who entered Wellesley College as first-year students in September 1993 on a full-time basis was 90%. (The period covered is equal to 150% of the normal time for graduation.)

Wellesley College admits students without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion, national origin or sexual orientation, in administration of its educational policies, scholarship or loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as an independent, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities in which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

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